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# R E P O R T

OF

# THE EDUCATION DEPARTMENT

FOR THE YEAR 1903.

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PERTH:  
BY AUTHORITY: WM. ALFRED WATSON, GOVERNMENT PRINTER.

1904.

E H.

# CONTENTS.

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	Page
Report of the Hon. Minister of Education ... ..	3
Statement of Educational Vote for the year 1903 ... ..	9
Statement of Stock Account for the year 1903 ... ..	11
List of Schools in various classes, showing expenditure on each for the year 1903 ... ..	12
Statement showing cost per head ... ..	18
Staff and Attendance Return for the year 1903 ... ..	19
General Statistics—Schools opened and closed; Attendance; Age Return; Number and Classification of Teachers; Orphanage and Industrial Schools; Inspection; Manual Training and Domestic Economy; Evening Schools; Perth Technical School; Miscellaneous Classes; Religious Instruction; Government Exhibitions; Efficient Private Schools; Accommodation Report; School Management Committee Meetings ... ..	25
Report of Chief Inspector of Schools, including Examination of Teachers, Reports on Manual Training and Cookery Classes, Industrial Schools and Orphanages; Evening Classes, Secondary School Scholarships, Bursaries, and Government Exhibition Examinations ... ..	41
Report of Inspector McCollum ... ..	52
Report of Inspector Robertson ... ..	56
Report of Inspector Gamble ... ..	60
Report of Inspector Clubb ... ..	66
Report of Principal of Training College ... ..	72
Report of Inspector of Cadets ... ..	74
Report of Inspectress of Needlework ... ..	78
Report of Organiser of Manual Training ... ..	79
Report of Organiser of Domestic Economy ... ..	81
Report of Chief Compulsory Officer ... ..	83

## *Report of the Honourable the Minister of Education.*

*To His Excellency Admiral Sir Frederick George Denham Bedford, G.C.B., Governor of the State of Western Australia and its Dependencies, etc.*

SIR,

I beg to submit, for the information of Parliament, my Report on the work of the Education Department during the year 1903.

**ENROLMENT AND ATTENDANCE.**—The number of children in the schools again shows a considerable increase, the average enrolment being 24,532, as against 22,605 in 1902. These figures are a better guide to the state of the schools than the figures at the end of the year. A great many scholars leave in November, when the school year ends in most of our largest schools, while new scholars do not generally enter until the Christmas holidays are over. Many families still cross to the Eastern States in December, and the numbers are thus still further reduced.

The average attendance for the year has again improved, being nearly 83 per cent. on the average enrolment. When the climatic conditions and the distances which frequently have to be travelled by the children are taken into consideration, this result is distinctly gratifying. On the goldfields the average attendance has risen from 77 in 1902 to almost 80 in 1903. This great improvement is no doubt largely due to more settled conditions of life.

The only disappointing figures are those relating to the enrolment of children between 14 and 16 years of age, and consequently not compelled to attend school. These have fallen from 1,575 in 1902 to 1,099 in 1903. It is difficult to assign a reason for this. The figures for 1901 were only 952, so that the rise in 1902 was probably abnormal. The decrease is almost entirely among the girls, the boys' numbers remaining fairly steady. It is much to be regretted that, with the increasing prosperity of the State, parents should not show a greater inclination to leave their children longer at school. It must not, however, be forgotten that the greater facilities offered in the way of Technical and other Evening Classes may now attract those who might, under former conditions, have remained longer in the day schools.

**SCHOOLS.**—At the close of 1902 there were 245 schools in operation. Two of these were not re-opened in 1903. During the year 19 new schools were added, and eight, which had been previously closed, were re-opened, while eight others were closed. Thus 270 schools were in operation during some part of the 12 months, and 262 were open at the end of the year.

It is worth notice that more than two-thirds of these schools have less than 50 children in average attendance, while about two-fifths have less than 20. The proportion of small schools is likely to become still larger, owing to the growth of agricultural settlement. This necessarily entails great expense. The Department does its utmost, with the funds available, to provide school facilities wherever an average attendance of 10 can be secured, but a very considerable expenditure must be faced if it is to meet the wants of the large numbers of settlers who have recently made their homes in the South-West.

**BUILDINGS.**—The school buildings provided continue to meet with approval. Adverse comments are made upon the quarters provided for teachers. It is pointed out by one Inspector that these are generally far inferior to those erected for postmasters and policemen. The Department recognises that in many cases the quarters are quite inadequate. In the Mill schools, to which special reference is made, new quarters are in course of erection, and additions and improvements have been made in a large number of other cases to the utmost limit of the funds available.

**TEACHERS.**—The number of teachers employed at the end of 1903 was 739. Of these 248 were Head Teachers, 252 were Assistants, 175 were Monitors, and 64 Sewing Mistresses. It is satisfactory to note that the proportion of classified teachers is increasing. In 1902 among the adult teachers 76·3 per cent. were classified; in 1903 the percentage rose to 79·2. The percentage of male teachers has fallen during the year from 42·3 to 40·2.

Too much importance cannot be attached to the securing of well-educated, well-trained, and competent teachers. The most carefully planned curriculum and Regulations are of no avail without a really efficient staff. The number of scholars in our schools continues to increase faster than our home supply of teachers, and the supplementing of this deficiency is a cause of constant anxiety and difficulty to the Department. At no time during the past year have our schools been really fully staffed. Liberal staffing is the truest economy, but at present the Department is forced to take as a maximum what should be a minimum, and in many cases small schools have to remain closed for want of teachers. As the supply from outside is always likely to remain uncertain, the training of a larger number of teachers in our own State becomes an imperative necessity. An important advance in this direction has been made during the past year. Under the old pupil-teacher system, in many countries, a child of 14 years or over was employed in teaching in the schools all day, and received lessons from the Head Master or Mistress before morning school, or after afternoon school, or at both times. In the evening he was expected to prepare for the next day's teaching, and to continue his own education. It is now universally recognised that the system is utterly unsound. The constant teaching, ill-prepared and immature, is a thoroughly bad training; the time available for the student's own education is quite insufficient; while opportunities for recreation or leisure or physical development are practically non-existent. In most countries now the intending teacher is expected to devote his whole time, up to at least the age of 16, to his own education in a secondary school. If he is then allowed to take some part in teaching, it is only for a portion of the school day.

In our own schools the Monitors under 16 have, for some years, only been employed in teaching during half the day, but those over 16 have been employed for the whole time. Even in the case of the former it has been extremely difficult for the head master of a large school to give them adequate instruction and to supervise their studies properly.

Towards the end of 1903 Central Classes were established for the Monitors in Perth and Fremantle. In future Monitors in other parts of the State will be taught by correspondence with the Instructors of these classes. The Junior Monitors, aged generally from 14 to 16, will only be employed in the schools for four half-days each week, the rest of the time being devoted to their own education. Senior Monitors will be employed in the schools for six half-days in each week. By means of a Supplement to the *Education Circular*, the full programme of work for each month, with instructions and notes, is forwarded to every Monitor in the State. This provision being made for the education of the Monitors, they will need less elementary work when they enter the Training College. The age of admission has therefore been raised, and the course shortened from three years to two. A larger number of trained teachers will be

produced, and the College course can be more exclusively devoted to professional training. A Practising School attached to the College thus becomes a more urgent necessity than ever, and it is hoped that this will be provided during the coming year. The College is doing good work, and the number of students is now larger than at any previous time.

Classes have been held during the year for the instruction of teachers in Kindergarten, Drill, and Manual Training (woodwork).

The average salary of the Head Teachers is now £172 18s. 1d. That of Assistants is £131 2s. 3d. The average salary of all adult teachers is £152 17s. 8d., as against £151 10s. 9d. in 1902. The improvement is really greater than it appears at first sight, as, owing to the rapid growth of our large centres of population, the Head Teachers are now for the first time outnumbered by the Assistants. As the proportion of the latter class grows larger, the average salary naturally tends to decrease. The salaries of the lower branches of the service still compare unfavourably with mechanics' wages, and it is hoped that an improvement in this respect will soon become possible.

For many reasons the work of the teachers in this State presents peculiar difficulties. The complete isolation of many of our schools makes it almost impossible for their teachers to obtain help and guidance in their school work or in their own studies, while it is often extremely difficult to obtain suitable accommodation. In other cases climatic conditions render the work peculiarly trying. The impossibility of maintaining an adequate staff lays a heavy burden upon the teachers of other schools. The shifting character of the population, especially on the goldfields, is most disheartening to a teacher. The State has great reason for gratitude to those who, in spite of these conditions, have, by their enthusiasm and hard work, brought our schools to their present state of efficiency. As year by year the means of communication increase, the population grows, and more settled conditions prevail, we look forward with confidence to continued improvement.

**INSPECTION.**—The Inspectors are unanimous in the view that the results of the newer system of inspection continue to be satisfactory. The Inspectors' visits are of the utmost assistance and value to the isolated teachers in small schools who have so few opportunities of discussing their difficulties and gaining advice. Most of the schools have been visited twice during the year, and in our scattered country this has entailed an enormous amount of travelling. But the more isolated a school is, the greater is its need of such visits, and more frequent inspections of many schools are most desirable. An addition to the staff of Inspectors is needed for this purpose.

**READING.**—The reports of the Inspectors are, on the whole, hopeful. It is highly satisfactory to note that it is generally agreed that reading is improving, though one Inspector notes in his district a falling off in the Upper Standards. The improvement is undoubtedly due to better methods, to the abandonment of parrot-like imitation and simultaneous sing-song, and to greater success in arousing the children's interest and bringing their intelligence to bear on the subject. The importance of school libraries is particularly noted, and it is to be hoped that the number of these will show a rapid increase. It is often only the lack of opportunity that prevents the growth of a love of reading. One Inspector calls particular attention to the lack in the reading books of matter that will stimulate the imagination, a lack which is especially to be deplored when the surroundings are so often monotonous and uninspiring. The Department is attempting to remedy this defect now by the introduction of new books, but it is mainly to the libraries that we must look to supply what is wanted. The old fairy tales and romances will open the eyes of the children to a world which will never wholly lose its charm, and will permanently enlarge their imagination and their interests. "To

disinherit the children of their realm of dreams is to leave all life the poorer by the loss of those remote horizons of fancy which cannot be revealed in later years."

**SPELLING.**—To foster a love of reading is undoubtedly the best way to secure accurate spelling. Here again the school library is of the utmost value.

**WRITING.**—It is now nearly three years since the upright system was made compulsory. The adoption of a uniform system was obviously desirable in view of the constant transfers of children from one part of the State to another. It is impossible to gauge the results accurately until we have a large number of children who have started with this system and have worked with it through the whole of their school career. As most, if not all, of our teachers were themselves brought up to write a sloping hand the time of transition was certain to be unsatisfactory. There has now been ample time for those teachers who are not new to the State to adjust themselves to the new conditions, but the Inspectors still complain that many teachers do not themselves use before their classes the system which they are endeavouring to teach. It is, of course, impossible to obtain satisfactory results while this state of things continues. Two of the Inspectors note a considerable improvement in their districts, while two consider that there has been a deterioration.

**ARITHMETIC.**—This subject is very successfully taught in some of our schools, while in others faulty methods produce their inevitable results. More concrete examples and more careful teaching of the principle before problems involving it are expected to be solved, are what is chiefly needed. Methods of "cram" adopted with a view to meeting the demands of an examination are of no permanent value, and are bound to defeat their own ends before a careful inspector.

**GEOGRAPHY.**—There is, perhaps, no subject in the teaching of which greater advances have been made of late years than in Geography. More intelligent methods are being generally adopted. The need of more out-door work, especially in the earlier stages, is emphasised. In the larger schools there is no excuse for neglecting this, but where one teacher is in charge of many classes, the difficulty is of course greater. Such work is, however, essential if the younger children are to be led up to a real understanding of a map, and every effort should be made to provide for it.

**DRAWING.**—The Free-arm Drawing in some of our schools, where the main object of the syllabus is thoroughly grasped, and where the programmes are carefully drawn up with this object in sight, is most successful from an educational as well as from an artistic point of view. With unskilful teachers, where drawing becomes mere copying, its value is small. The syllabus is now becoming better understood, and good work is becoming more widely spread. Its value is greatly lessened where opportunities for correlation with other subjects are not seized. The reports on Brushwork are distinctly encouraging, and the value of the new scheme of Geometrical Drawing is generally recognised.

**ENGLISH.**—The least satisfactory parts of the Inspectors' Reports are those which deal with this important subject. Unless we are teaching the children to speak and write their own language fluently and correctly, we cannot consider that our schools are successful. There is probably no subject in which an increased supply of trained teachers will have a greater effect. Mechanical and unintelligent methods are more apparent here than anywhere else, and make what might be one of the most interesting of lessons barren and uninteresting. Conversation lessons or oral composition lessons are not the easiest of lessons to give, and require much thought and patience. When well given, no lessons are more enjoyed. Great variety of method is needed: the practice of reading a short story, too often from a second-rate paper, and requiring its

immediate reproduction, is worked to death. However valuable such a method may be when intelligently and occasionally used, its constant and continuous employment merely leads to unintelligent memory-work, and gives no power over language.

**HISTORY.**—Greater freedom has been given to teachers in drawing up their own programmes in this subject. Liberty of this kind has been much appreciated in England and America, and here some of our abler teachers have drawn up excellent schemes. Many of the teachers in our smaller schools, however, feel the need of more exact guidance, and further changes will be made in the near future.

**OBJECT LESSONS.**—The teaching of these lessons is more satisfactory than it was, but much still remains to be done. Carefully planned courses of lessons are still needed in the lower classes in many schools. In the upper standards, courses in Elementary Science of an experimental character are given in some of our larger schools. It is most desirable that these should be extended. Here, again, the want of teachers who have been well-trained is greatly felt. Some courses do not necessarily require expensive apparatus—the homeliest and commonest materials are often sufficient for experimental teaching.

**NATURE STUDY.**—The difficulty which has been felt by most teachers with regard to Nature Study is the want of books on the subject. It is true that the teacher must actually make and record observations himself, and that to attempt to teach merely from a book is useless. But the teacher who knows little or nothing of natural history in any branch does not know where to start; he needs suggestion and guidance. Books on Nature Study are innumerable—but they do not deal with Nature as it appears in Western Australia, and little can be gained by the inexperienced from works on British insects or American wild flowers. Fortunately, a little book on “First Studies in Plant Life in Australia” has now appeared, dealing with plants generally grown in most parts of the State, and suggesting numbers of simple experiments. Experimental work and careful observation can best be carried on where there are school gardens. Where these cannot be established or can only be kept going for a short part of the year, plants can often be grown in the school itself. The value of such study in developing habits of observation, and as an elementary training in scientific method, is generally recognised. The results of a real acquaintance with plant life, which has been gained at first hand, should be most valuable to our future agriculturists.

**SCRIPTURE AND MORAL LESSONS.**—The Religious Instruction given by the teachers is evidently valued, the number of children withdrawn being very small. The Moral lessons are not always satisfactory: it needs considerable skill to give them variety and interest. The formal lessons in the subject are not by any means the only opportunity for moral teaching; opportunities constantly occur and are made use of in other lessons. The most powerful moral agencies in school life are the teacher's character and influence, and the atmosphere and tone of the school. It is most important that the development of character should be recognised as of greater value than the development of intellect. It is satisfactory to note that all the Inspectors speak highly of the discipline and tone of the schools.

**NEEDLEWORK.**—The report on this most important subject is extremely gratifying. The past year has shown a greater advance and improvement than any previous year.

**DRILL.**—The revised programme in this subject has received special attention. The re-establishment of a Cadet Corps is a matter for congratulation. The movement has proved very popular, and the number of those enrolled reached 1,200 before the end of the year.

**MANUAL TRAINING.**—Provision for this important work has been considerably extended during the year, and the number of boys who have received instruction in woodwork has been more than doubled. Further extension is contemplated next year.

The reason for the inclusion of this work is often misunderstood. It is not intended to make boys carpenters or to fit them for, or teach them the principles of, any trade: this is the work of the Technical School. Manual Training is considered to be an integral part of a complete education: without it, education is one-sided. Careful experiments carried on for years in England proved that boys who gave part of their time to Manual Training were more successful in the ordinary school subjects than those who devoted their whole time to the latter. As one of our Inspectors says in his report, "In practice it has been found that the inclusion of Manual Training is an indirect aid to advance in several other branches of school work. This assistance is principally due to the wider development of the intelligence consequent upon training the hand and brain to work in unison." This wider development of the intelligence is the primary object: that it makes the boys handy and useful is an additional advantage.

**DOMESTIC ECONOMY.**—The teaching of Cookery has been considerably extended, and more than 800 girls have passed through a course in this subject. New centres will be opened, and new teachers trained in 1904. Instruction in Laundry work has been given for the first time in Perth and Fremantle. The value of these classes is generally appreciated, and their extension will be warmly welcomed.

**TECHNICAL SCHOOL.**—The work of the Perth Technical School has greatly increased, and continues to be very successful. It is now extending its operations to Fremantle and Midland Junction, and it is intended to establish Technical Classes in many other parts of the State. Permanent buildings are to be provided shortly in Perth. Full details of the work are given in a separate report.

**EVENING SCHOOLS.**—The Evening Schools in Perth, Fremantle, Kalgoorlie, and Boulder have continued successful work. In smaller centres there has been great difficulty in securing any permanent support.

**TEACHERS' ASSOCIATIONS.**—The Teachers' Associations continue to do good work in many parts of the country, and often afford valuable assistance to the less experienced teachers.

**DEPARTMENTAL STAFF.**—The staff of the Education Department has worked well. The rapid growth of the State and the introduction of new subjects of instruction have greatly increased the volume of work.

**REPORTS.**—The reports of the Inspectors and other officers, together with the various Statistical Returns, will be found attached.

**THE FUTURE.**—The past year has been one of progress, and I look forward with confidence to a continued advance. The possibility of this advance depends more upon our securing well trained teachers than upon anything else. Expenditure upon this is real economy, for an unskilful teacher is dear at any price.

WALTER KINGSMILL,  
Minister of Education.

CECIL ANDREWS,  
Inspector General of Schools.  
22nd April, 1904.



## No. 1.—Statement of the Educational Vote for the Year 1903.

RECEIPTS.				DISBURSEMENTS.			
	£	s. d.	£	s. d.		£	s. d.
To Amount received from Treasury on account of Vote 1902-3 ...	64,846	5 11			DEPARTMENTAL:		
To Amount received from Treasury on account of Vote 1903-4 ...	63,429	0 2			Salaries ...	6,219	3 7
			127,775	6 1	Travelling Allowances ...	1,077	5 9
					Postage, Telephone Rent, and Telegrams ...	740	3 1
					Stationery, Printing, etc.	844	1 6
					Incidental Expenses ...	134	5 10
							9,014 19 9
					COMPULSION:		
					Salaries ...	728	6 8
					Travelling Allowances ...	26	19 7
							755 6 3
					DISTRICT BOARDS:		
					Travelling Allowances ...	3	13 0
							3 13 0
					EXHIBITIONS, SCHOLARSHIPS, ETC.		
					Public Exhibitions ...	172	10 0
					University Exhibitions ...	475	0 0
					Scholarships ...	462	0 0
					Bursaries ...	165	0 0
							1,274 10 0
					EXAMINATIONS:		
					Fees of Examiners ...	181	11 0
					Printing, Stationery, etc.	11	2 6
					Travelling Allowances—Teachers ...	57	15 9
							250 9 3
					PUBLIC SCHOOLS:		
					Salaries ...	70,395	19 6
					Travelling Allowances ...	885	2 4
					Rents ...	197	15 0
					Building and Repairs ...	383	0 5
					Furniture ...	1,521	0 10
					Maintenance ...	2,969	8 2
					Apparatus ...	537	1 6
					Cleaning Allowances ...	3,691	19 11
							80,571 7 8
					PROVISIONAL SCHOOLS:		
					Salaries ...	7,368	14 0
					Travelling Allowances ...	111	8 0
					Rents ...	85	17 6
					Building and Repairs ...	210	1 8
					Furniture ...	185	2 11
					Maintenance ...	277	8 6
					Apparatus ...	30	9 5
					Cleaning Allowances ...	242	4 9
							8,461 6 9
					SPECIAL SCHOOLS:		
					Salaries ...	1,304	1 0
					Travelling Allowances ...	85	6 1
					Building and Repairs ...	42	8 7
					Furniture ...	2	13 10
					Maintenance ...	41	10 7
					Apparatus ...	13	10 6
					Cleaning Allowances ...	59	4 8
							1,548 15 3
					HALF-TIME SCHOOLS:		
					Salaries ...	1,414	3 8
					Travelling Allowances ...	34	11 0
					Rents ...	19	10 0
					Building and Repairs ...	17	5 9
					Furniture ...	26	3 8
					Maintenance ...	58	5 7
					Apparatus ...	2	15 1
					Cleaning Allowances ...	56	17 0
							1,629 11 9
					HOUSE TO HOUSE SCHOOLS:		
					Salaries ...	231	5 8
					Travelling Allowances ...	2	10 7
					Rents ...	15	11 2
					Maintenance ...	11	16 3
					Building and Repairs ...	26	11 5
					Furniture ...	21	10 11
					Apparatus ...	1	17 4
					Cleaning Allowances ...	13	19 4
							325 2 8
Carried forward ...			£127,775	6 1	Carried forward ...		£108,835 2 4

## No. 1.—Statement of the Educational Vote for the Year 1908—continued.

RECEIPTS.				DISBURSEMENTS.			
	£	s.	d.		£	s.	d.
Brought forward ...	127,775	6	1	Brought forward ...	108,835	2	4
				<b>EVENING SCHOOLS:</b>			
				Salaries ...	484	17	1
				Furniture ...	4	0	0
				Maintenance ...	935	8	6
				Apparatus ...	57	5	9
					1,481	11	4
				<b>TECHNICAL EDUCATION:</b>			
				Salaries ...	2,461	7	11
				Travelling Allowances ...	0	5	9
				Furniture ...	33	11	5
				Maintenance ...	257	11	8
				Apparatus ...	1,244	11	5
				Fees of Examiners ...	54	12	0
					4,052	0	2
				<b>MANUAL TRAINING:</b>			
				Salaries ...	2,065	19	9
				Travelling Allowances ...	187	1	0
				Furniture ...	138	17	10
				Maintenance ...	315	19	9
				Apparatus ...	1,343	11	1
				Building and Repairs ...	106	0	7
					4,157	10	0
				<b>TRAINING COLLEGE:</b>			
				Salaries ...	1,787	8	1
				Travelling Allowances ...	7	16	8
				Board Students ...	796	15	9
				Furniture ...	19	5	0
				Maintenance ...	376	17	11
				Apparatus ...	209	16	9
				Scholarships ...	432	9	10
					3,630	10	0
				<b>CADETS:</b>			
				Salaries ...	514	10	10
				Travelling Allowances ...	286	19	5
				Furniture ...	69	0	0
				Apparatus ...	2,718	0	1
				Maintenance ...	79	0	5
					3,667	10	9
				<b>MONITORS' INSTRUCTION CLASSES:</b>			
				Salaries ...	135	13	4
				Travelling Allowances ...	0	18	4
				Furniture ...	8	13	6
				Apparatus ...	17	14	0
				Maintenance ...	0	3	8
					163	2	10
				<b>PURCHASES INTO STOCK:</b>			
				Furniture ...	202	2	2
				Apparatus ...	4,567	14	10
				Prizes ...	217	15	8
					4,987	12	8
				<b>MISCELLANEOUS:</b>			
				Transport Charges, etc., on Apparatus ...	548	19	6
				Caretaker, Perth Central Schools ...	117	0	0
				Travelling Allowances—			
				Teachers' Sewing Lectures ...	6	13	6
				Teachers' Visits to Schools ...	13	19	10
					686	12	10
				Balance, Bank of New South Wales...	1,113	13	2
					1,113	13	2
<b>TOTAL</b> ...	£127,775	6	1	<b>TOTAL</b> ...	£127,775	6	1

## No. 1a.—Statement of Stock Account for the Year 1902.

## RECEIPTS.

## DISBURSEMENTS.

*Apparatus.*

	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
To Balance ... ..				3,238	1	1	By Issues ... ..	4,396	11	1	4,396	11	1
„ Purchases ... ..	4,646	6	4										
„ Amount added to cost ...	981	3	3										
„ Stock returned from schools	2	4	0				„ Balance ... ..				4,421	3	7
				5,579	13	7							
				£8,817	14	8					£8,817	14	8

*Prises.*

	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
To Balance ... ..				120	14	10	By Issues ... ..	229	3	2	229	3	2
„ Purchases ... ..	217	15	8										
„ Amount added to cost ...	24	14	6				„ Balance ... ..				134	1	10
				242	10	2							
				£368	5	0					368	5	0

*Furniture.*

	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.
To Balance ... ..				517	2	9	By Issues ... ..	607	2	8	607	2	8
„ Purchases ... ..	202	2	2				„ Balance ... ..				112	2	8
				202	2	2							
				£719	4	11					£719	4	11

*School Bells.*

	£	s.	d.		£	s.	d.		£	s.	d.
By Balance ... ..				106	0	0	By Issues ... ..	106	0	0	
				£106	0	0					£106 0 0

List of Schools, in various Classes, showing Expenditure on each, for the Year 1903.

## STATE SCHOOLS.

Particulars.	Salaries.	Allowances.	Apparatus.	Furniture.	Building and Repairs.	Upkeep.	Rent.	Travelling Allowance.	Expenditure by Public Works Department on account of Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Albany Do. Infants'	1,071 15 4	58 8 11	61 5 7	2 12 4	0 3 0	28 12 7	..	37 9 4	669 5 6
2. Armadale ..	490 0 0	43 16 1	16 14 2	0 10 9	..	11 0 5	..	..	19 19 6
3. Balingup ..	258 8 3	6 0 0	9 10 2	1 11 9	0 5 0	11 12 7	..	..	..
4. Batavia ..	149 11 11	3 1 8	5 7 9	0 5 2	1 10 0	3 16 3	9 3 4	1 17 10	5 0 0
5. Baywater ..	208 2 3	14 12 4	9 8 7	3 14 6	..	5 6 6	..	..	15 18 0
6. Beaconsfield ..	383 3 10	19 9 5	17 14 0	18 4 1	0 15 0	20 17 9	..	4 4 10	777 6 4
7. Do. Infants'	1,355 10 1	115 7 7	84 16 1	69 3 9	..	84 13 0	..	0 15 10	..
8. Do. Infants'	520 3 8	..	16 19 8	2 8 3	..	40 0 0	..	..	356 0 0
9. Beechboro' ..	74 19 7	1 13 4	34 4 7	6 19 0	4 3 7	2 14 6	..	3 13 3	561 4 10
10. Bellevue ..	243 10 0	6 0 0	9 18 4	2 12 3	..	13 5 11	..	0 16 1	23 0 0
11. Belmont ..	382 2 3	19 9 6	20 7 9	0 15 9	13 12 7	19 15 8	17 6 8	0 18 0	8 0 0
12. Beverley ..	114 18 10	2 18 4	20 1 11	12 0 6	..	0 16 11	..	15 16 1	89 11 6
13. Bicton, Lower ..	185 16 8	18 9 10	4 5 2	0 5 0	..	8 12 5	..	14 18 6	290 11 6
14. Bonnievale ..	163 6 8	3 13 4	1 15 5	..	8 10 0	5 8 0	..	11 8 7	1,653 14 0
15. Foranup ..	1,743 8 2	110 2 9	84 12 10	168 9 3	..	76 7 5	..	..	9 17 6
16. Boulder ..	953 16 2	73 9 10	49 4 11	0 10 6	0 4 0	36 1 9	..	20 16 6	22 18 0
17. Do. Infants'	419 1 7	25 6 9	52 11 4	92 13 11	7 8 2	14 7 7	..	1 15 10	300 16 7
18. Do. Intermediate ..	768 5 2	47 7 8	36 0 3	26 11 6	6 5 9	6 15 0	..	0 10 8	34 5 0
19. Do. South ..	160 0 0	4 0 0	4 11 7	0 1 2	..	4 11 7	..	3 19 5	160 3 8
20. Roynanup ..	437 17 11	23 5 5	18 18 6	2 12 6	14 5 0	1 12 7	..	1 2 0	131 16 0
21. Brookhampton ..	142 14 4	3 13 4	6 9 8	0 6 1	..	4 11 7	..	..	218 4 11
22. Brookton ..	41 16 0	1 6 8	18 19 2	11 19 9	14 5 0	4 11 7	..	3 7 4	6 13 0
23. Brown Hill ..	1,183 6 1	65 14 9	11 7 7	4 1 4	1 4 3	45 15 5	..	5 1 10	640 0 0
24. Brunswick ..	143 11 3	14 0 8	4 3 6	0 16 4	0 5 0	4 18 11	18 0 0	0 0 10	302 11 6
25. Bulong ..	241 8 1	4 0 0	4 7 6	0 8 11	0 18 2	9 1 2	..	1 13 8	32 0 6
26. Bunbury ..	879 8 6	63 6 2	42 19 5	0 8 3	10 15 0	28 4 8	..	..	1,818 11 0
27. Do. Infants'	343 5 6	36 10 3	18 19 8	31 10 1	0 7 6	4 9 4	..	6 13 1	17 19 0
28. Burbanks ..	514 6 9	..	24 1 1	1 18 10	7 10 8	27 7 7	..	3 13 0	87 6 0
29. Russelton ..	407 6 5	19 9 7	6 13 0	0 5 6	0 18 2	27 18 5	..	5 12 7	64 8 5
30. Canning Mills ..	214 16 6	24 6 9	3 9 10	0 9 3	..	9 1 2	..	..	211 7 7
31. Cannington ..	366 13 9	4 0 0	37 7 2	30 1 11	..	26 15 0	..	..	32 8 0
32. Cartmelcup ..	90 0 0	4 0 0	6 3 0	..	..	4 6 6	..	..	18 0 0
33. Chidlow's Well ..	167 15 9	4 0 0	8 0 4	0 5 5	6 14 5	10 10 7	..	..	318 4 0
34. Clackline ..	192 9 8	4 3 4	1 5 8	0 18 3	1 10 9	10 1 3	..	0 11 8	8 11 0
35. Claremont ..	1,474 15 3	70 8 1	73 6 8	146 15 9	0 10 0	38 6 10	..	4 17 7	111 18 6
36. Do. Infants'	101 17 9	7 7 1	18 18 3	36 16 1	6 0 9	15 15 3	..	..	..
37. Do. Infants'	598 8 9	38 9 0	5 9 7	0 1 0	..	30 17 1	..	..	..
38. Coalville ..	151 13 11	4 0 0	7 12 0	2 0 8	0 6 6	4 5 0	..	..	..
39. Coopers ..	181 9 0	4 0 0	1 6 0	0 2 3	..	1 15 0	..	..	..
40. Coolernup ..	1,147 15 8	73 1 4	11 18 6	1 17 1	..	44 17 1	..	..	..
41. Coolgardie ..	461 2 0	43 11 6	18 14 4	0 19 2	..	32 2 0	..	..	..
42. Do. Infants'	181 0 0	4 0 0	0 18 0	2 1 3	..	2 4 11	..	..	..
43. Collingup ..	1,043 9 10	58 8 11	65 6 0	89 2 8	..	44 7 6	..	..	..
44. Cottlesloe ..	324 2 11	24 6 11	16 5 10	1 2 6	0 2 6	20 8 7	..	..	..
45. Do. Infants'	179 5 4	4 0 0	6 14 8	0 8 11	..	4 5 3	..	..	..
46. Cranbrook ..	172 0 0	4 0 0	5 8 1	0 1 10	26 12 0	10 4 11	..	..	..
47. Cuballing ..	382 10 0	28 1 8	16 9 2	1 16 3	6 19 0	14 6 1	..	..	..
48. Cue ..	426 8 0	19 2 9	6 0 0	7 12 2	..	16 7 6	..	..	..
49. Day Dawn ..	445 13 4	23 12 7	15 5 1	3 7 7	..	13 10 6	40 0 0	12 14 4	94 12 10
50. Denmark Mill ..	212 10 7	5 15 0	6 12 4	5 11 6	6 6 1	16 4 3	..	0 15 0	372 17 8
51. Donagarr ..	370 6 5	18 13 8	18 8 11	3 3 10	7 0 6	21 7 4	..	3 1 1	70 4 9
52. Donnybrook ..	..	..	..	..	..	..	..	..	..

	319 18 3	4	0 0	17 10 7	0 16 3	0 0 6	6 14 1	2 3 0	41 15 9	1 6 0
53. Drakebrook	11 13 4	3	6 8	2 2 5	5 14 0	..	..	..	1 0 7	246 10 2
54. Euro	105 19 8	73 9 8	82 12 3	18 13 11	12 17 9	55 0 0	79 16 2	23 13 2	23 13 2	134 4 3
55. Ferguson, Boys	1,431 19 4	91 15 5	14 10 0	14 10 0	34 13 3	0 6 9	39 18 4	0 1 3	0 1 3	1,269 0 0
56. Fremantle Girls	1,388 3 10	16 5 8	24 11 6	24 11 6	15 6 2	..	25 9 7	0 14 4	0 14 4	726 14 7
57. Do. Infants	1,130 9 1	60 4 7	24 11 6	24 11 6	15 6 2	..	14 7 2	..	..	23 18 0
58. Do. South Terrace	1,450 10 0	34 2 0	17 18 5	17 18 5	5 17 3	0 7 6	32 13 7	31 8 6	31 8 6	2 0 0
59. Do. North Infants	1,115 16 6	53 11 7	60 8 4	60 8 4	5 17 3	0 12 6	9 1 10	0 18 1	0 18 1	321 0 0
60. Geraldton	319 2 3	8 0 0	11 18 4	11 18 4	1 2 4	0 10 0	6 16 7	2 8 10	2 8 10	32 8 6
61. Do. do.	145 0 0	4 0 0	5 13 6	5 13 6	2 4 7	..	8 2 7	..	..	23 2 0
62. Green Valley	299 11 8	13 8 3	15 6 8	15 6 8	0 6 3	..	3 12 11	3 3 4	3 3 4	830 10 6
63. Greenbushes	145 0 0	38 3 10	4 11 1	4 11 1	25 13 6	2 15 0	25 19 6	21 16 9	21 16 9	4 17 6
64. Greenbushes, North	794 12 5	13 1 11	50 14 9	50 14 9	6 14 6	..	10 3 6	1 10 6	1 10 6	118 9 0
65. Guildford	320 8 0	13 1 11	5 1 8	5 1 8	24 19 1	0 2 6	80 12 7	0 1 2	0 1 2	2123 9 0
66. Gwalia	60 3 1	110 4 0	113 6 4	113 6 4	46 9 1	..	33 18 7	..	..	293 0 0
67. Hamilton Hill	1,417 8 8	42 6 3	19 3 10	19 3 10	27 19 5	1 0 0	4 12 0	..	..	145 11 9
68. Highgate	559 0 10	28 13 11	10 1 5	10 1 5	5 10 0	..	2 2 4	2 9 7	2 9 7	54 9 8
69. Jandakot	145 0 0	4 6 8	1 14 10	1 14 10	0 3 9	0 2 0	4 18 3	17 2 3	17 2 3	97 15 2
70. Jarrabdale	193 14 7	3 17 4	2 16 0	2 16 0	0 10 10	0 1 7	60 10 5	9 4 1	9 4 1	162 8 3
71. Do. 6 Mill	142 6 9	4 0 0	5 15 2	5 15 2	11 0 3	0 16 0	30 15 6	..	..	63 3 0
72. Jarrabdene	180 5 3	4 0 0	11 7 11	11 7 11	29 6 9	6 14 11	40 12 3	25 8 5	25 8 5	63 2 11
73. Kalamunda	1,572 9 4	80 7 8	49 0 15	49 0 15	18 4 8	6 17 3	7 10 10	34 6 4	34 6 4	91 0 11
74. Kalgoorlie	778 8 4	51 9 0	21 19 6	21 19 6	0 13 0	10 18 8	16 1 9	8 9 3	8 9 3	21 16 0
75. Do. Infants	536 3 8	36 10 6	18 10 10	18 10 10	3 0 6	..	4 11 3	4 18 3	4 18 3	429 15 4
76. Do. North	614 12 5	6 0 0	7 3 7	7 3 7	0 12 6	0 2 4	21 3 6	..	..	23 19 0
77. Kanowna	202 3 4	13 15 7	3 13 4	3 13 4	37 16 10	..	10 7 0	8 4 4	8 4 4	375 12 8
78. Karridale	265 17 2	6 0 0	24 2 3	24 2 3	12 8 0	..	13 3 11	14 6 10	14 6 10	103 18 3
79. Kalamunda	191 6 8	3 16 8	4 17 6	4 17 6	0 8 6	5 11 1	34 17 4	..	..	684 18 0
80. Kalamunda	368 17 9	13 19 1	79 7 11	79 7 11	0 6 0	..	39 19 1	8 0 1	8 0 1	90 1 6
81. Kalamunda	386 12 9	29 4 8	10 4 3	10 4 3	0 8 6	3 17 8	7 10 10	18 9 11	18 9 11	32 2 0
82. Lake Austin	839 9 2	69 1 3	20 9 3	20 9 3	7 11 2	..	24 7 0	..	..	31 10 0
83. Lake View	210 18 0	13 18 10	43 17 0	43 17 0	..	1 10 0	6 12 3	10 13 4	10 13 4	17 19 0
84. Lawlers	773 8 3	23 9 9	21 16 2	21 16 2	1 18 4	0 11 6	5 11 5	2 12 6	2 12 6	39 9 1
85. Leederville	339 9 3	51 17 3	79 7 11	79 7 11	91 0 8	11 4 9	7 18 10	0 15 10	0 15 10	4 0 0
86. Do. Infants	871 3 2	13 0 6	1 5 10	1 5 10	0 6 0	4 0 0	6 0 3	14 2 8	14 2 8	14 10 0
87. Do. West	233 17 0	4 0 0	1 16 0	1 16 0	0 8 6	3 17 8	25 6 10	20 13 5	20 13 5	1,122 3 6
88. Lennonsville	176 17 3	3 17 10	12 13 6	12 13 6	7 11 2	..	7 10 10	0 8 6	0 8 6	4 0 0
89. Lion Mill	126 17 4	20 6 11	0 10 0	0 10 0	..	1 10 0	3 1 8	2 17 1	2 17 1	156 0 0
90. Malabaine	255 10 10	4 0 0	6 14 9	6 14 9	0 4 9	..	3 18 8	..	..	161 19 8
91. Malcolm	171 18 0	3 17 10	1 19 9	1 19 9	0 3 2	1 10 0	0 16 6	4 17 10	4 17 10	310 19 0
92. Mandurah	139 16 8	3 17 10	29 13 4	29 13 4	1 18 4	11 4 9	7 7 10	..	..	7 15 0
93. Marbro	145 14 5	3 15 3	4 18 6	4 18 6	22 16 1	..	11 0 6	..	..	94 13 6
94. Maylands	165 10 0	3 0 0	13 8 3	13 8 3	1 19 3	..	6 18 6	..	..	70 19 0
95. Mellowall's Mill	208 3 9	6 0 0	32 18 5	32 18 5	1 15 9	..	11 0 6	..	..	..
96. Meckering	782 9 10	51 3 0	82 8 3	82 8 3	10 11 7	5 0 0	25 6 10	..	..	..
97. Menzies	1,005 6 11	83 16 8	41 6 9	41 6 9	36 13 11	0 16 0	75 0 3	..	..	..
98. Midland Junction	237 1 2	1 5 9	17 1 8	17 1 8	0 10 0	0 16 0	14 19 6	..	..	..
99. Do. Infants	180 13 4	4 0 0	6 13 7	6 13 7	0 10 2	0 7 3	3 2 8	..	..	..
100. Mingenew	115 3 11	4 0 0	0 19 1	0 19 1	0 7 3	21 8 8	1 1 8	25 0 0	25 0 0	..
101. Mogumber	192 0 0	4 0 0	6 4 11	6 4 11	..	..	3 18 8	..	..	..
102. Monbekine	122 14 11	3 16 9	7 7 1	7 7 1	..	..	0 16 6	..	..	..
103. Moobeing	192 0 0	4 0 0	0 15 5	0 15 5	..	..	7 7 10	..	..	..
104. Moonyoonooka	312 1 9	7 16 8	14 19 10	14 19 10	..	..	11 0 6	..	..	..
105. Mornington Mill	227 8 7	12 6 10	8 15 1	8 15 1	..	..	6 14 6	..	..	..
106. Mount Barker	209 9 0	15 17 7	4 8 3	4 8 3	..	..	5 15 6	..	..	..
107. Do. Magnet	241 16 8	4 0 0	3 0 10	3 0 10	..	..	2 15 6	..	..	..
108. Do. Morgans	187 9 1	4 0 0	0 19 11	0 19 11	..	..	..	..	..	..
109. Mourabine	91 5 10	4 0 0	..	..	..	..	..	..	..	..
110. Mullalyup	..	..	..	..	..	..	..	..	..	..

List of Schools, showing Expenditure, etc.—continued.  
STATE SCHOOLS—continued.

Schools.	Salaries.	Allowances.	Apparatus.	Furniture.	Building and Repairs.	Upkeep.	Rent.	Travelling Allowance.	Expenditure by Public Works Department on account of Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
117. Mullewa	180 0 0	4 0 0	7 0 10	0 6 0	..	3 5 0	..	..	353 14 0
118. Mundaring	189 6 10	6 0 0	12 17 5	32 0 7	..	7 6 0	..	29 13 0	324 0 5
119. Narrogin	309 5 9	28 15 8	3 7 1	0 4 5	5 19 10	14 15 4	..	4 9 10	55 3 11
120. Newcastle	346 4 2	43 16 9	3 10 3	6 3 9	..	14 13 0	..	36 10 10	29 10 6
121. Norseman	878 6 10	48 13 9	34 14 8	5 7 9	0 15 0	39 15 2	..	5 1 4	1 12 0
122. Northam	134 0 6	4 0 0	1 11 3	2 13 7	27 2 6	15 13 4	..	3 17 0	..
123. Northampton	331 19 7	21 0 0	12 18 0	10 9 3	1 6 6	58 13 10	..	..	..
124. Paddington	2,062 15 1	33 18 7	98 6 10	62 9 7	1 5 0	58 19 8	..	..	..
125. Perth Boys'	1,603 3 0	33 18 7	73 8 6	51 6 2	1 3 0	56 10 2	..	..	..
126. Do. Girls'	968 6 5	38 3 11	32 6 2	31 14 10	..	35 5 3	..	..	..
127. Do. Infants'	570 13 11	18 13 2	13 19 6	3 2 8	..	15 13 6	..	..	..
128. Do. North..	381 5 0	66 3 6	86 1 7	60 15 8	..	75 17 7	..	..	..
129. Do. South..	1,221 1 8	23 4 0	6 19 5	105 6 4	1 2 5	6 12 10	..	..	..
130. Do. East	350 0 0	105 7 9	95 16 10	0 0 3	..	54 11 10	..	..	..
131. Do. Do. Infants'	1,452 15 8	..	12 19 8	0 0 3	..	15 9 6	..	..	..
132. Do. Newcastle Street	474 16 7	..	..	..	..	..	..	..	..
133. Do. Do. Infants'	..	..	..	..	..	..	..	..	..
134. Do. Central	220 19 7	6 0 0	5 9 7	0 8 2	..	6 0 1	..	..	..
135. Do. Pictou	186 14 1	6 0 0	0 1 0	0 2 5	..	5 4 0	..	..	..
136. Pingley	204 1 10	6 0 0	3 10 11	0 2 5	..	11 3 6	..	..	..
137. Pinjarra	1,115 12 4	53 13 3	107 10 1	38 5 6	5 6 0	44 4 6	..	..	..
138. Plympton	533 6 1	33 18 0	5 13 10	1 14 10	..	24 0 10	..	..	..
139. Do. Infants'	182 8 11	14 12 5	0 5 1	..	34 10 5	6 6 6	..	..	..
140. Princess Royal Mine	251 1 5	14 0 7	0 10 5	3 5 5	10 2 6	5 10 7	..	..	..
141. Ravenshorpe	103 15 0	3 0 0	16 6 8	8 4 11	..	3 14 7	..	..	..
142. Roelands	177 0 0	4 0 0	3 4 0	0 6 11	10 12 2	0 5 5	..	..	..
143. Rottnest	203 18 3	4 0 0	0 19 6	2 19 3	15 4 3	5 6 1	..	..	..
144. Sawyers' Valley	177 0 0	4 0 0	3 18 11	0 2 3	..	2 7 8	..	..	..
145. Serpentine	177 0 0	4 0 0	11 15 6	0 7 1	4 0 8	8 7 9	..	..	..
146. Smith's Mill	290 9 8	8 0 0	9 16 7	1 3 6	7 9 5	23 0 2	..	..	..
147. Southern Cross	493 8 11	43 12 10	0 9 6	0 3 6	0 6 3	2 10 0	..	..	..
148. Stratham	152 0 0	65 6 10	82 3 1	176 15 3	0 19 6	40 6 7	..	..	..
149. Subiaco	1,387 4 10	34 2 0	18 1 7	0 11 1	..	19 15 7	..	..	..
150. Do. Infants'	456 4 2	3 13 4	3 16 3	3 7 5	..	2 0 8	..	..	..
151. Do. Middle	148 15 0	4 0 0	5 6 5	0 15 3	..	5 14 0	..	..	..
152. Swan, Middle	178 5 11	4 0 0	8 1 2	18 9 10	..	34 18 6	..	..	..
153. Tipperary	568 3 4	34 2 0	13 13 7	2 13 0	15 2 0	17 2 9	..	..	..
154. Victoria Park	400 5 3	13 8 1	0 18 6	..	9 10 0	5 6 6	..	..	..
155. Wagin	232 0 0	6 0 0	6 12 7	4 15 5	0 2 9	3 9 2	..	..	..
156. Walacup	162 0 0	4 0 0	10 14 10	0 15 0	..	4 5 0	..	..	..
157. Waterbury	323 16 0	8 0 0	3 9 3	4 1 3	2 14 7	3 6 5	..	..	..
158. Waterous Mill	225 9 8	4 0 0	41 2 0	10 5 3	11 0 0	29 16 1	..	..	..
159. Wellington Mill	724 1 1	14 2 2	0 1 0	0 5 0	..	2 5 4	..	..	..
160. White Gum Valley	165 0 0	14 2 2	0 10 8	0 18 1	..	7 17 2	..	..	..
161. Woolgar Mill	187 18 4	6 0 0	1 10 5	0 17 0	9 13 0	14 1 0	..	..	..
162. Worle Mill	182 10 0	14 1 5	0 12 8	2 2 7	5 13 6	56 0 4	..	..	..
163. Yalgoo	521 1 2	48 13 8	38 18 0	3 4 9	..	4 15 6	..	..	..
164. Do. Infants'	234 16 8	..	..	..	..	..	..	..	..
165. Perth, Thomas Street	..	..	..	..	..	..	..	..	..
166. Sundry Schools	..	..	..	..	..	..	..	..	..
167. South Boulder	..	..	..	..	..	..	..	..	..
Total	70,395 19 6	3,691 19 11	3,288 0 0	2,128 3 6	489 0 5	2,959 8 2	197 15 0	885 2 4	30,711 0 3

PROVISIONAL SCHOOLS.									
1. Australind	39	4	9	1	10	0	0	0	0
2. Badjalling	76	0	0	2	10	0	0	0	0
3. Baker's Hill	130	6	8	3	0	0	0	0	0
4. Balldong	90	0	0	0	0	0	0	0	0
5. Bally Bally	97	3	0	3	0	0	0	0	0
6. Bedforddale	102	0	0	3	0	0	0	0	0
7. Bejoording	102	0	0	3	0	0	0	0	0
8. Broomehill	85	6	4	3	1	0	0	0	0
9. Broomehill	113	11	4	3	0	0	0	0	0
10. Bullsbrook	109	3	4	3	0	0	0	0	0
11. Bullsbrook	111	15	8	3	0	0	0	0	0
12. Carrolup	122	0	0	3	0	0	0	0	0
13. Collie Mill, No. 1	28	0	0	0	15	0	0	0	0
14. Do. West	93	18	0	3	0	0	0	0	0
15. Do. West	89	15	2	3	0	0	0	0	0
16. Coondle	100	15	2	3	3	4	0	0	0
17. Cunderdin	45	12	2	1	6	11	0	0	0
18. Dandalup, North	88	11	0	2	15	0	0	0	0
19. Dandalup, North	130	16	8	3	0	0	0	0	0
20. Dandalup	75	10	0	3	0	0	0	0	0
21. Dardanup	116	16	2	3	0	0	0	0	0
22. Davyhurst	25	0	0	0	18	0	0	0	0
23. Denningup	62	15	0	2	5	0	0	0	0
24. Dingup	38	2	3	1	11	9	0	0	0
25. Englishfield	90	0	0	3	0	0	0	0	0
26. Ferguson Mill	60	17	5	3	0	0	0	0	0
27. Greenhills	90	0	0	3	0	0	0	0	0
28. Greenhills	112	16	8	3	0	0	0	0	0
29. Do. Central	37	13	4	1	5	0	0	0	0
30. Do. South	102	0	0	3	0	0	0	0	0
31. Do. North, Back	88	0	4	3	0	0	0	0	0
32. Do. North, Back	121	0	0	3	0	0	0	0	0
33. Hoffman Mill	122	0	0	3	6	8	0	0	0
34. Indarrie	30	0	2	1	3	9	0	0	0
35. Irwin	32	14	2	1	10	0	0	0	0
36. Jennapulin	92	2	11	3	0	0	0	0	0
37. Jumpersing	80	0	0	3	0	0	0	0	0
38. King River	95	10	0	3	0	0	0	0	0
39. Kojonup	125	3	6	3	0	8	0	0	0
40. Koogan	160	0	0	3	0	0	0	0	0
41. Marracoonda	89	15	2	3	0	0	0	0	0
42. Meanmahn	121	0	0	3	0	0	0	0	0
43. Moora	90	0	0	3	0	0	0	0	0
44. Mount Kokeby	26	17	10	0	13	3	0	0	0
45. Mundijong	130	11	10	3	0	0	0	0	0
46. Nannine	132	0	0	12	10	8	0	0	0
47. Nannup	27	0	0	0	16	2	2	0	0
48. Newlands	77	7	5	0	15	0	8	0	0
49. Newtown	111	6	8	1	7	6	6	0	0
50. Niagara	112	12	2	11	7	6	6	0	0
51. Norlup	57	9	10	2	15	0	0	0	0
52. Osborne Park	94	18	11	3	0	0	0	0	0
53. Parkerville Quarries	37	6	0	0	12	1	1	0	0
54. Parkerville Quarries	104	11	7	3	0	0	0	0	0
55. Peak Hill	144	9	2	3	5	6	9	0	0
56. Preston, Upper	95	13	8	2	6	9	0	0	0
57. Quellington	88	15	10	3	0	0	0	0	0
58. Quindanning	101	0	0	3	0	0	0	0	0
59. Rockingham Beach	122	18	8	3	0	0	0	0	0
60. Scotdale	18	3	10	0	10	0	0	0	0
61. Seabrook	71	7	6	1	13	4	0	0	0

## List of Schools, showing Expenditure, etc.—continued.

## PROVISIONAL SCHOOLS—continued.

School.	Salaries.	Allowances.	Apparatus.	Furniture.	Building and Repairs.	Upkeep.	Rent.	Travelling Allowance.	Expenditure by Public Works Department on account of Buildings.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
62. St. John's Brook ..	56 4 7	1 8 8	0 1 8	..	0 2 0	..	..	0 6 6	9 7 3
63. Strawberry ..	108 7 4	3 0 0	2 12 8	..	0 12 0	..	..	1 6 3	5 12 6
64. Swan, West ..	91 2 9	2 17 5	2 2 6	0 4 10	0 4 4	..	..	..	15 17 9
65. Tammin ..	130 0 0	3 0 0	2 18 1	2 11 9	..	..	..	..	5 0 0
66. Thomson's Brook ..	101 0 0	3 0 0	1 16 8	..	..	..	..	..	275 11 8
67. Toodyay ..	102 0 0	3 0 0	1 3 2	0 8 6	8 12 3	1 2 0	..	..	1 0 0
68. Toolbrunup ..	..	..	..	..	..	..	..	..	253 5 3
69. Uduc ..	145 13 9	3 16 8	0 15 3	..	..	1 2 0	..	..	66 0 9
70. Wabing ..	89 13 4	2 5 0	10 14 4	7 18 8	..	2 8 9	..	0 17 9	..
71. Wandering ..	127 14 2	3 0 0	2 1 8	1 4 3	..	6 0 6	..	3 1 6	..
72. Wanneroo ..	122 0 0	3 0 0	2 17 4	5 17 0	..	2 16 6	3 7 6	..	..
73. Waterloo ..	96 19 5	3 0 0	0 3 10	..	17 18 3	3 15 6	..	1 11 1	..
74. Wedgearrup ..	120 0 0	3 0 0	0 19 9	..	1 15 5	4 1 9	..	..	..
75. Williams ..	162 0 0	3 0 0	2 17 2	0 7 9	..	4 1 11	..	..	..
76. Wiluna ..	160 0 0	13 19 0	0 12 0	..	..	14 10 10	..	1 14 4	..
77. Wongamine ..	134 0 0	3 0 0	0 1 0	..	..	1 10 9	..	0 5 9	..
78. Woodanilling ..	86 19 4	2 19 0	2 8 5	0 6 5	..	4 15 3	..	2 2 0	..
79. Wooreloo ..	60 15 1	1 13 4	14 15 3	9 3 2	..	5 15 6	..	..	..
80. Yandarino ..	114 16 9	3 0 0	0 1 0	1 4 11	..	1 11 9	..	..	..
81. Wannamal ..	..	..	..	..	..	..	..	..	..
Total ..	7,368 14 0	242 4 9	289 15 8	185 2 11	210 1 8	277 8 6	35 17 6	111 8 0	3,163 7 3

## HALF-TIME SCHOOLS.

1. Bindoon, North, and Chittering, Lower ..	147 14 0	3 3 10	4 12 9	0 2 0	..	2 14 10	..	..	308 15 0
2. Bindoon, South, and Chittering, Upper ..	110 12 5	3 3 8	10 17 9	2 5 9	..	2 16 2	..	0 3 9	..
3. Bindoon, North and South ..	25 4 1	0 16 2	2 2 3	..	..	1 3 6	..	3 8 3	..
4. Chittering, Upper and Lower ..	27 12 5	0 16 2	..	..	0 1 9	..	..	..	..
5. Frankland River, Kybalup ..	140 0 0	3 16 8	3 11 2	..	1 2 0	3 1 5	..	3 16 7	..
6. Gingin Brook and Moore River ..	142 18 8	4 0 0	1 2 11	0 11 7	0 3 8	1 8 2	..	10 10 0	..
7. Hope Valley and Rockingham ..	101 9 10	3 10 0	0 5 8	4 14 9	0 3 4	3 8 0	..	2 0 9	..
8. Jurokine and Silver Hills ..	147 6 8	4 0 0	0 15 2	..	..	2 0 0	..	..	45 0 0
9. Laverton and Burtville ..	143 6 2	13 18 3	3 13 7	12 16 2	5 5 0	23 1 0	19 10 0	6 9 1	452 14 10
10. Mulwarrie and Mulline ..	153 0 0	11 19 1	3 2 3	0 10 0	10 10 0	14 6 4	..	3 18 8	..
11. Nabawah and Narra Tarra ..	146 3 1	3 19 2	4 18 4	0 0 8	..	1 15 4	..	1 15 0	..
12. Wonnerup and Quindalup ..	128 16 4	3 14 0	0 2 0	5 2 9	..	2 10 10	..	2 8 11	24 9 6
13. Wonnerup and Ludlow ..	..	..	..	..	..	..	..	..	1 17 6
Total ..	1,414 3 8	56 17 0	35 3 10	26 3 8	17 5 9	58 5 7	19 10 0	34 11 0	832 16 10



## SPECIAL SCHOOLS.

1. Broome ..	189	3 11	2 15 0 0	0 1 11	..	0 1 6	..	3 17 2	..	20 15 8	89 0 0
2. Carnarvon ..	318	6 18	4 0 0 0	8 4 7	..	1 8 3	..	5 0 0	..	..	2 9 0
3. Esperance ..	350	16 8	29 8 1	16 4 9	..	1 8 3	..	13 2 5	..	55 13 6	128 9 6
4. Roebourne ..	271	7 9	20 4 11	3 10 5	..	1 4 1	..	8 8 10	..	8 16 11	..
5. Sharks Bay ..	174	6 0	2 16 8	17 7 5	..	..	..	11 2 2	..	..	0 4 5
6. Cosack ..	..	..	..	..	..	..	..	..	..	..	..
Total ..	1,304	1 0	59 4 8	45 9 1	..	2 13 10	..	41 10 7	..	85 6 1	220 2 11

## HOUSE-TO-HOUSE SCHOOLS.

1. Boyanup, North ..	29	10 8	1 11 9	0 19 9	..	0 19 0	..	1 0 0	..	1 1 10	..
2. Dalgup ..	32	0 0	1 10 0	2 13 8	..	8 7 6	..	2 7 6	..	..	..
3. Glenlynn ..	43	10 0	1 16 8	11 5 0	..	1 10 0	..	3 11 0	..	1 8 9	..
4. Gullewa ..	43	8 10	5 14 4	0 2 8	..	..	..	2 0 10	15 11 2	..	..
5. Riverside and Perup ..	55	0 0	2 0 0	2 0 0	..	..	..	..	..	..	..
6. Yundamindera ..	27	16 2	1 6 7	8 3 1	..	10 14 5	..	2 16 11	..	..	..
Total ..	231	5 8	13 19 4	25 4 2	..	..	..	11 16 3	15 11 2	2 10 7	..

## EVENING SCHOOLS.

1. Perth Evening, Males ..	381	14 8	..	9 14 8	..	..	..	72 16 4	..	..	..
2. Do. Evening, Females ..	103	2 5	..	..	..	..	..	2 3 10	..	..	..
3. Evening Schools—Sundry ..	..	..	..	47 11 1	..	4 0 0	..	11 19 5	..	..	..
4. Do. Classes, do. ..	..	..	..	..	..	..	..	512 5 6	..	..	..
5. Fremantle, Evening ..	..	..	..	..	..	..	..	147 13 11	..	..	..
Total ..	484	17 1	..	57 5 9	..	4 0 0	..	746 19 0	..	..	..

## MISCELLANEOUS.

1. Manual Training—Carpentry, etc. ..	1,291	15 0	..	1,190 19 0	..	40 1 10	..	84 8 3	..	155 16 6	865 8 9
2. Do. Cookery ..	774	4 9	..	152 12 1	..	98 16 0	..	21 12 4	..	31 4 6	..
3. Technical School ..	2,461	7 11	..	1,244 11 5	..	33 11 5	..	..	..	0 5 9	1,559 19 2
4. Training College ..	1,787	8 1	..	209 16 9	..	19 5 0	..	..	..	7 16 8	433 2 0
5. Cadets ..	514	10 10	..	2,718 0 1	..	69 0 0	..	..	..	286 19 5	..
6. Monitors' Classes ..	135	13 4	..	17 14 0	..	8 13 6	..	..	..	0 18 4	..
Total ..	6,964	19 11	..	5,533 13 4	..	269 7 9	..	106 0 7	..	483 1 2	2,988 9 11

1908.

*Cost per head of Average Attendance.*

Class of School.	Number.	Average Attendance.	Cost per head.	* Cost per head, including Administration.	† Cost per head, including Administration.
State ...	159	18,579	£ s. d. 4 7 5	£ s. d. 4 17 1	£ s. d. 4 13 9
Provisional ...	74	1,272	6 10 4	6 19 11	8 13 8
Half-time ...	18	201	7 19 1	8 8 8	11 5 11
Special ...	5	172	8 18 6	9 8 2	10 0 3
House-to-house ...	6	59	4 16 6	5 6 2	8 12 5
	263	20,283	4 11 5	5 1 3	5 1 3

\* Cost of Administration is calculated on the total average attendance of each class of school.  
† Cost of Administration is calculated on the total number of schools in each class.

1908.

*Cost per head of Average Enrolment.*

Class of School.	Number.	Average Enrolment.	Cost per head.	* Cost per head, including Administration.	† Cost per head, including Administration.
State ...	159	22,407	£ s. d. 3 12 6	£ s. d. 4 0 5	£ s. d. 3 17 9
Provisional ...	74	1,601	5 3 6	5 11 6	6 18 0
Half-time ...	18	242	6 12 2	7 0 1	9 7 8
Special ...	5	221	6 18 11	7 6 11	7 15 10
House-to-house ...	6	61	4 13 4	5 1 4	8 8 6
	263	24,532	3 15 9	4 3 8	4 3 8

\* Cost of Administration is calculated on the total average enrolment of each class of school.  
† Cost of Administration is calculated on the total number of schools in each class.

STATE SCHOOLS.

(Where an asterisk (\*) appears it denotes that the Monitor acts also as Sewing Mistress. There are six such in this Table.)

No.	SCHOOL.	STAFF AT END OF YEAR.										NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrollment of individual Scholars.	Average attendance for Year.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Mstresses.	Boys.		Girls.	Total.					
		Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.							
1	Albany	1	1	2	4	1	1	..	205	194	399	426	341	Opened 28th September			
2	Do. Infants'	1	1	..	2	..	1*	..	91	79	170	172	131				
3	Armsdale	1	1	..	..	..	..	..	25	36	61	60	50				
4	Balingup	1	1	..	..	..	..	..	14	13	27	28	21				
5	Batavia	1	1	..	..	..	..	..	21	12	33	38	31				
6	Bayswater	1	1	..	..	..	..	..	66	71	137	139	118				
7	Beaconsfield	1	1	2	4	1	2	..	276	222	498	517	537				
8	Do. Infants'	1	1	..	2	..	2	..	110	91	201	218	177				
9	Bellevue	1	1	..	1	..	..	..	41	45	86	84	64	Opened 2nd March.			
10	Belmont	1	1	..	1	..	..	..	34	32	66	64	52				
11	Beverley	1	1	..	1	..	..	..	57	45	102	102	77				
12	Bicton, Lower	1	1	..	..	..	1	..	16	23	39	37	32				
13	Bonnievale	1	1	..	..	..	..	..	22	21	43	40	31	Opened 20th April.			
14	Boranup	1	1	..	..	..	..	..	14	19	33	33	29				
15	Boulder	1	1	3	5	3	1*	..	247	269	516	583	442				
16	Do. Infants'	1	1	4	4	..	3	..	194	189	383	423	318				
17	Do. South	1	1	..	4	..	..	..	169	183	352	306	237	Opened 7th September.			
18	Do. Intermediate	1	1	..	4	..	..	..	113	131	244	243	196				
19	Boyanup	1	1	..	4	..	..	..	13	17	30	30	23				
20	Bridgetown	1	1	..	1	..	..	..	51	49	100	105	86				
21	Brookhampton	1	1	..	..	..	..	..	11	12	23	24	19	Opened 20th April.			
22	Brookton	1	1	..	..	..	..	..	18	12	30	31	26				
23	Brown Hill	1	1	3	2	2	2	..	174	164	338	344	268				
24	Brunswick	1	1	..	..	..	..	..	9	9	18	24	21				
25	Bulong	1	1	..	..	..	1	..	33	30	63	64	51				
26	Bunbury	1	1	1	3	1	1	..	176	130	306	271	247				
27	Do. Infants'	1	1	..	1	..	1	..	74	57	131	130	108				
28	Burbanks	1	1	..	1	..	1	..	56	55	111	111	90				
29	Busselton	1	1	..	1	..	1	..	60	40	100	108	92				
30	Canning Mills	1	1	..	1	..	1	..	25	16	41	40	31				
31	Cannington	1	1	..	1	..	1	..	79	101	180	167	133				
32	Carimeticup	1	1	..	..	..	..	..	13	18	31	31	26				
33	Chidlow's Well	1	1	..	..	..	..	..	24	22	46	50	34				
34	Clackline	1	1	..	..	..	1	..	27	15	42	43	37				
35	Claremont	1	1	3	4	..	1	..	234	208	442	425	369				
36	Do. Infants'	1	1	1	2	..	1	..	52	50	102	91	76	Opened 20th April. Formerly Coalville.			
37	Collie	1	1	..	2	..	..	..	94	94	188	206	153				
38	Coogee	1	1	..	..	..	..	..	16	17	33	38	27				
39	Cookernup	1	1	..	..	..	..	..	20	22	42	43	37				
40	Coolgardie	1	1	2	3	..	2	..	190	178	368	370	302				
41	Do. Infants' (a)	1	1	..	3	..	1	..	85	74	159	155	120				
42	Coolingup	1	1	..	..	..	..	..	17	22	39	41	32				
43	Cottesloe	1	1	2	3	1	2	..	197	167	364	366	317				
44	Do. Infants'	1	1	..	2	..	1	..	82	72	154	137	102				
45	Cranbrook	1	1	..	..	..	..	..	20	11	31	34	21				
46	Cuballing	1	1	..	..	..	..	..	15	16	31	33	26				
47	Cue	1	1	..	1	..	2	..	64	51	115	118	99				
48	Day Dawn	1	1	..	1	..	1	..	58	56	113	105	86				
49	Denmark Mill	1	1	..	1	..	..	..	48	37	85	118	94				

(a.) Temporarily without Head Master.

Staff and Attendance Returns, 1918—continued.

STATE SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.										NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrolment of individual scholars.	Average Attendance for Year.	Remarks.
		Head Teachers.		Assistant.		Monitors.		Sewing Machine.	Boys.	Girls.	Total.						
		Males.	Females.	Males.	Females.	Males.	Females.										
50	Dongara ..	1	..	..	1	..	..	..	38	28	66	63	55	Opened 7th September			
51	Donnybrook ..	1	..	..	1	..	..	..	61	67	128	120	101				
52	Drakesbrook ..	..	1	..	..	..	..	..	26	41	67	71	56				
53	Ferguson, Upper ..	..	..	..	..	..	..	..	16	13	29	29	23				
54	Fremantle Boys' ..	1	..	6	..	..	..	..	451	347	451	459	406				
55	Fremantle (Princess May) Girls' (b) ..	..	1	..	..	..	..	..	72	71	143	163	128				
56	do do ..	1	..	..	..	..	..	..	228	143	371	355	316				
57	do North ..	..	1	..	..	..	..	..	70	62	132	156	131				
58	do do Infants' ..	1	..	2	..	..	..	..	219	170	389	388	350				
59	Geraldton ..	1	..	1	..	..	..	..	40	25	65	70	59				
60	Gingin ..	1	..	..	..	..	..	..	23	16	39	38	30				
61	Grass Valley ..	..	1	..	..	..	..	..	53	51	104	110	89				
62	Greenbushes ..	..	..	..	..	..	..	..	34	16	50	54	47				
63	Greenough, North ..	1	..	..	..	..	..	..	15	16	31	34	24				
64	Guildford ..	1	..	1	..	..	..	..	165	165	330	342	270				
65	Gwalia ..	1	..	..	..	..	..	..	30	25	55	81	62				
66	Hamilton Hill ..	1	..	..	..	..	..	..	31	29	60	54	47				
67	Higngate ..	1	..	3	..	..	..	..	327	254	581	517	453				
68	do Infants' ..	..	1	..	..	..	..	..	82	93	175	204	172				
69	Jandakot ..	1	..	..	..	..	..	..	14	19	33	33	25				
70	Jarrahdale ..	1	..	..	..	..	..	..	69	62	131	132	119				
71	do do ..	1	..	1	..	..	..	..	34	28	62	65	52				
72	Jarrahdene ..	1	..	..	..	..	..	..	12	14	26	26	25				
73	Kalamunda ..	1	..	..	..	..	..	..	19	21	40	38	33				
74	Kalgoorlie ..	1	..	2	..	..	..	..	273	248	521	496	409				
75	do Infants' ..	1	..	..	..	..	..	..	312	287	312	287	232				
76	do North ..	1	..	..	..	..	..	..	172	140	312	287	232				
77	Kanowna ..	1	..	2	..	..	..	..	87	94	181	179	149				
78	Karridale ..	1	..	2	..	..	..	..	98	92	190	189	162				
79	Katanning ..	1	..	..	..	..	..	..	23	31	54	51	48				
80	Kelmscott ..	1	..	..	..	..	..	..	23	31	54	51	48				
81	Kirup ..	1	..	..	..	..	..	..	47	50	97	97	79				
82	Kookynie ..	1	..	..	..	..	..	..	29	20	49	60	39				
83	Kunanalling ..	1	..	..	..	..	..	..	37	26	63	55	44				
84	Kurawa ..	1	..	..	..	..	..	..	76	65	141	125	100				
85	Lake View ..	1	..	1	..	..	..	..	17	12	29	31	26				
86	Lawlers ..	1	..	1	..	..	..	..	45	26	71	65	49				
87	Leederville ..	1	..	1	..	..	..	..	143	120	273	288	222				
88	do Infants' ..	1	..	1	..	..	..	..	29	12	41	48	41				
89	do West ..	1	..	1	..	..	..	..	144	102	246	253	225				
90	Lennonville ..	1	..	1	..	..	..	..	32	32	64	83	70				
91	Lion Mill ..	1	..	1	..	..	..	..	180	176	356	360	321				
92	Malabaine ..	1	..	1	..	..	..	..	38	30	68	61	52				
93	Malcolm ..	1	..	..	..	..	..	..	22	29	51	49	40				
94	Mandurah ..	1	..	..	..	..	..	..	14	19	33	36	30				
95	Marbro ..	1	..	..	..	..	..	..	25	29	54	49	46				
96	Maylands ..	1	..	..	..	..	..	..	16	12	28	28	22				
97	McJannet's, No. 11 ..	1	..	..	..	..	..	..	10	10	20	19	18				
98	Meckering ..	1	..	..	..	..	..	..	36	25	61	61	54				
99	Menzies ..	1	..	..	..	..	..	..	20	12	32	36	30				
		1	..	..	..	..	..	..	41	33	74	68	50				
		1	..	..	..	..	..	..	92	77	169	206	178				



Staff and Attendance Returns, 1903—continued

PROVISIONAL SCHOOLS.

No.	SCHOOLS.	STAFF AT END OF YEAR.						NUMBERS OF INSTRUCTED SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly con- tributions of individual Scholars.	Average attendance for Year.	Remarks.
		Head Teachers.		Assistants.		Monitors.							
		Males.	Females.	Males.	Females.	Males.	Females.	Boys.	Girls.	Total.			
1	Australind	1						7	11	18	17	16	Re-opened 13th July.
2	Bellamanning (a)							16	6	22	21	16	Closed, temporarily, 31st Oct.
3	Baker's Hill	1						11	7	18	21	14	
4	Bellamanning							5	7	12	12	11	
5	Bally Bally	1						13	8	21	21	19	
6	Bellamanning							12	10	22	20	17	
7	Depwadding	1						13	11	24	25	20	
8	Boyup Brook	1						8	19	27	25	19	
9	Breconhill							17	25	42	35	25	
10	Bullbrook	1						17	17	34	30	20	
11	Carabrook	1						7	13	20	20	18	
12	Carabrook							11	12	23	20	18	
13	Carabrook, No. 1							6	7	13	17	11	Closed 27th March.
14	Carabrook							11	16	27	25	20	
15	Do. West	1						11	10	21	26	17	
16	Cunderdin	1						10	11	21	21	19	
17	Cunderdin							8	5	13	12	8	
18	Cunderdin	1						16	19	35	31	26	
19	Cunderdin							12	14	26	23	17	
20	Cunderdin	1						7	7	14	13	8	
21	Cunderdin							7	9	16	16	16	
22	Cunderdin	1						14	5	19	20	17	Closed 30th September.
23	Cunderdin							8	13	21	21	19	Opened 2nd November.
24	Cunderdin	1						6	4	10	10	10	Re-opened 20th April.
25	Cunderdin	1						9	10	17	18	17	Re-opened 16th June.
26	Cunderdin	1						15	13	28	25	20	
27	Cunderdin	1						12	12	24	25	21	
28	Cunderdin	1						10	10	20	19	12	
29	Cunderdin	1						7	9	16	16	11	
30	Cunderdin	1						10	8	18	19	17	
31	Cunderdin	1						22	13	35	27	21	
32	Cunderdin	1						7	8	15	22	20	Re-opened 6th January.
33	Cunderdin	1						11	14	25	17	17	Opened 13th July.
34	Cunderdin	1						8	7	15	15	14	Closed 26th June.
35	Cunderdin	1						6	4	10	12	10	
36	Cunderdin	1						13	12	25	31	18	
37	Cunderdin	1						10	7	17	14	12	
38	Cunderdin	1						7	5	12	15	13	
39	Cunderdin	1						19	8	27	22	14	
40	Cunderdin	1						12	8	20	21	18	
41	Cunderdin	1						14	11	25	23	17	
42	Cunderdin	1						11	10	21	22	16	
43	Cunderdin	1						11	11	22	22	16	
44	Cunderdin	1						4	7	11	10	10	
45	Cunderdin	1						26	22	48	38	31	Opened 14th October.
46	Cunderdin	1						18	12	30	24	21	Closed, temporarily, 2nd Oct.
47	Cunderdin	1						12	8	20	19	18	Re-opened 16th March.
48	Cunderdin	1						15	11	26	24	14	
49	Cunderdin	1						8	7	15	21	14	Formerly Westbrook.
51	Cunderdin	1						15	10	25	22	20	

[illegible]

(c.) Temporarily without Head Teacher.

## HALF-TIME SCHOOLS.

[illegible]

(b.) When Rockingham was closed, Hope Valley became Provisional. For figures referring to this latter School see "Provisional" list.

Staff and Attendance Return, 1903—continued.

SPECIAL SCHOOLS.

No.	SCHOOL.	STAFF AT END OF YEAR.										Average weekly en- rollment of individual Scholars.	Average Attendance for Year.	Remarks.			
		Head Teachers.		Assistants.		Monitors.		Sewing Ma- chines.		NUMBERS OF INDIVIDUAL SCHOLARS ON ROLL LAST SCHOOL DAY.							
										Boys.	Girls.				Total.		
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.								
1	Broome ..	1	..	..	..	..	..	..	..	14	12	26	24	12			
2	Carnarvon ..	1	..	..	1	..	..	..	..	30	23	53	54	39			
3	Esperance ..	1	..	..	..	..	2	..	..	47	44	91	91	79			
4	Rosbourne ..	1	..	..	..	..	..	1	..	17	7	24	30	22			
5	Sharks Bay ..	1	..	..	..	..	..	..	..	5	16	21	22	20			
	Total ..	5	..	..	1	..	3	1	1	113	102	215	221	172			

HOUSE-TO-HOUSE SCHOOLS.

1	Boyanup, North ..	..	1	..	..	..	..	..	..	8	9	9	8	8	Closed 30th September. Opened 2nd February.
2	Dwainup ..	..	..	..	..	..	..	..	..	1	2	3	8	8	
3	Glenlynn ..	..	1	..	..	..	..	..	..	9	9	13	11	11	Opened 13th July.
4	Gullewa ..	..	1	..	..	..	..	..	..	9	3	12	10	10	
5	Perup ..	..	..	..	..	..	..	..	..	1	4	4	3	3	
6	Riverside ..	..	1	..	..	..	..	..	..	2	4	6	7	7	
7	Yundamindera ..	..	1	..	..	..	..	..	..	6	8	14	13	12	
	Total ..	..	5	..	..	..	..	..	..	25	36	61	61	59	

SUMMARY.

		STAFF AT END OF YEAR.								NUMBER ON ROLL LAST SCHOOL DAY.				Average Enrollment.	Average Attendance.
		Head Teachers.		Assistants.		Monitors.		Sewing Machines.							
		Males.	Females.	Males.	Females.	Males.	Females.								
												Males.	Females.		
State Schools	..	123	35	59	192	42	130	41	11,642	10,478	22,120	22,407	18,579		
Provisional Schools	..	33	38	..	..	..	..	21	849	785	1,634	1,601	1,272		
Half-Time Schools	..	9	..	..	..	..	..	1	121	116	237	242	201		
Special Schools	..	5	..	..	1	..	3	1	113	102	215	221	172		
House-to-House Schools	..	..	5	..	..	..	..	..	25	36	61	61	59		
Grand Total	..	170	78	59	193	42	133	64	12,760	11,517	24,267	24,532	20,283		



## SCHOOLS IN OPERATION

At the close of 1902 there were 245 schools in operation. Two of these were not re-opened in 1903. During the year 19 new schools were opened, and eight which were closed previous to or during 1902 were re-opened. Eight schools were closed. Thus there were 270 schools in operation some time during the year, and 262 at the close of the year.

## STATE SCHOOLS.

The year 1902 closed with 154 in operation. Out of this number the following were transferred to the Provisional Class, owing to a falling off in the attendance :—

Coondle	Hoffman Mill
Kojonup	Quallington
Swan, West	Uduc
Wedgecarrup	Williams
Wiluna	Tammin

The following Provisional schools were raised to the class of State schools :—

Jandakot	McDowell's Mill
Mogumber	Princess Royal
Stratham	Balingup

The number of State schools was still further increased by the opening of the following new schools :—

Bellevue	Bicton
Boulder Intermediate	Brookton
Claremont Infants'	Hamilton Hill
Maylands	Midland Junction Infants'
Roelands	

From these particulars it will be seen that there were 159 schools belonging to this class in operation during the year, and all these were also open at the close of the year.

## PROVISIONAL SCHOOLS.

The year 1902 closed with 65 in operation. Of these Euro was not re-opened, and the six schools mentioned above were made State schools. The numbers were also decreased by the transfer of Boyanup North and Gullewa to the Sparsely-peopled District's Class, and of Laverton to the Half-time Class. Before the end of the year the following were closed :—

Collie No. 1	Dardanup
Cunderdin	Irwin, Upper
Scotsdale	St. John's Brook

The accessions to this class were made up as follow :—Ten schools mentioned above were transferred from the class of State schools ; Hope Valley and Jennapulin were transferred from the Half-time Class, and the following new schools were opened :—

Australind	Dingup
Denningup	Indarrie
Ferguson Mill	Nannup
Mount Kokeby	Osborne Park
Niagara	Woorloo
Walebing	Seabrook
Davyhurst	

There were thus 80 in operation during the year, and 74 at the close of the year.

## HALF-TIME SCHOOLS.

The year 1902 closed with 18 in operation. Irishtown was not re-opened, and its companion school, Jennapulin, was made Provisional. Laverton was transferred from the Provisional class when the new school was opened at Burtville. Hope Valley and Rockingham were re-opened, but the latter was subsequently closed, and the former made a Provisional school.

Omitting Hope Valley, which is counted with the Provisional schools, there were thus 19 schools of this class in operation, 18 of which were open at the end of the year.

## SPECIAL SCHOOLS.

There is no change to record in regard to the number and classification of these schools.

## SPARSELY-PEOPLED DISTRICT OR HOUSE-TO-HOUSE SCHOOLS.

Last year closed with three in operation. Two Provisional schools fell to this class, and two new schools (Glenlynn and Yundamindera) were opened; Dwalginup was closed. There were thus seven in operation during the year, and six at the close of the year.

TABLE I.

## A.—Number of Schools in operation some time during the year.

(NOTE.—In cases where schools have been transferred from one class to another, they are entered under the class to which they belonged on the last school day.)

	1902.	1903.
State Schools ... ..	155	159
Provisional Schools ... ..	68	80
Half-time Schools ... ..	19	19
Special Schools ... ..	5	5
House-to-house Schools ... ..	3	7
	250	270
Increase for 1903 ... ..	...	20

## B.—Number of Schools in operation at the end of the year.

	1902.	1903.
State Schools ... ..	154	159
Provisional Schools ... ..	65	74
Half-time Schools ... ..	18	18
Special Schools ... ..	5	5
House-to-house Schools ... ..	3	6
	245	262
Increase for 1903 ... ..	...	17

TABLE II.

## A.—Schools opened during 1903.

School.	Date of opening.	School.	Date of opening.
<b>STATE SCHOOLS—</b>		<b>PROVISIONAL SCHOOLS (continued)—</b>	
1. Bicton ... ..	March 2nd	7. Indarrie ... ..	July 13th
2. Roelands ... ..	February 3rd	8. Seabrook ... ..	August (re-opened)
3. Midland Junction Infants' ... ..	April 20th	9. Wooroloo ... ..	August 3rd (re-opened)
4. Boulder Intermediate ... ..	April 20th	10. Nannup ... ..	September 21st
5. Claremont Infants' ... ..	April 20th	11. Mount Kokeby ... ..	October 14th
6. Maylands ... ..	July 13th	12. Osborne Park ... ..	October 22nd
7. Brookton ... ..	September 7th	13. Davyhurst ... ..	November 2nd
8. Hamilton Hill ... ..	September 7th		
9. Bellevue ... ..	September 23th		
<b>PROVISIONAL SCHOOLS—</b>		<b>HALF-TIME SCHOOLS—</b>	
1. Niagara ... ..	March 16th (re-opened)	1. Hope Valley ... ..	January 6th (re-opened)
2. Walebing ... ..	April 2nd	2. Rockingham ... ..	January 6th (re-opened)
3. Denningup ... ..	April 20th (re-opened)	3. Burtville ... ..	April 20th
4. Dingup ... ..	July 15th (re-opened)	<b>S.P.D., OR HOUSE-TO-HOUSE SCHOOLS—</b>	
5. Ferguson Mill ... ..	June 22nd	1. Glenlynn ... ..	February 2nd
6. Australind ... ..	July 15th (re-opened)	2. Yundamindera ... ..	July 13th

## B.—Schools closed during 1903.

School.	Date of closing.	School.	Date of closing.
<b>PROVISIONAL SCHOOLS—</b>		<b>HALF-TIME SCHOOLS—</b>	
1. Collie No. 1 ... ..	...	1. Irishtown ... ..	Not re-opened, 1903
2. Cunderdin ... ..	...	2. Rockingham ... ..	...
3. Dardanup ... ..	...	<b>HOUSE-TO-HOUSE SCHOOLS—</b>	
4. Irwin, Upper ... ..	...	1. Dwalginup ... ..	...
5. Scotsdale ... ..	...		
6. St. John's Brook ... ..	...		
7. Euro ... ..	Not re-opened, 1903		

TABLE III.

The following table shows a comparison of the attendances in Government Schools for the years 1902 and 1903 :—

					No. of distinct schools in operation during year, as classified on last school day.	Enrolment of distinct scholars on last school day.			Average enrolment of distinct scholars.	Average attendance.	Percentage of average attendance to average enrolment.
						Boys.	Girls.	Total.			
1903.											
State Schools	...	...	...	...	159	11,642	10,478	22,120	22,407	18,579	83
Provisional Schools	...	...	...	...	80	849	785	1,634	1,601	1,272	79
Half-time Schools	...	...	...	...	19	121	116	237	242	201	83
Special Schools	...	...	...	...	5	113	102	215	221	172	78
House-to-house Schools	...	...	...	...	7	25	36	61	61	59	97
Totals	...	...	...	...	270	12,750	11,517	24,267	24,532	20,283	83
1902.											
State Schools	...	...	...	...	155	10,948	9,976	20,924	20,803	16,985	82
Provisional Schools	...	...	...	...	68	709	641	1,350	1,310	1,047	80
Half-time Schools	...	...	...	...	19	138	119	257	251	215	86
Special Schools	...	...	...	...	5	112	103	215	223	183	82
House-to-house Schools	...	...	...	...	3	10	9	19	18	18	100
Totals	...	...	...	...	250	11,917	10,848	22,765	22,605	18,448	82
Increase for 1903	...	...	...	...	20	833	669	1,502	1,927	1,835	1

TABLE IV.

Classification of Schools, as determined by their average attendance :—

	No. in operation some time during year.		No. of Schools open at end of year.	
	1902.	1903.	1902.	1903.
Class I., average attendance, 400 and upwards ... ..	4	4	4	4
" II., " " 300 to 400 ... ..	8	12	8	12
" III., " " 200 to 300 ... ..	14	11	14	11
" IV., " " 100 to 200 ... ..	24	28	24	28
" V., " " 50 to 100 ... ..	29	30	29	30
" VI., " " 20 to 50 ... ..	80	79	70	79
Provisional " " 10 to 20 ... ..	69	80	66	74
Half-time Schools (where two contiguous Schools maintain an aggregate average of 16)	19	19	18	18
House-to-house Schools (in sparsely-peopled districts) ... ..	3	7	3	6
<b>Totals ... ..</b>	<b>250</b>	<b>270</b>	<b>245</b>	<b>262</b>

YEAR.	Number Schools
1872	64
1873	64
1874	64
1875	58
1876	54
1877	51
1878	68
1879	72
1880	67
1881	71
1882	76
1883	77
1884	74
1885	77
1886	73
1887	74
1888	77
1889	78
1890	82
1891	85
1892	96
1893	106
1894	116
1895	133
1896	150
1897	167
1898	186
1899	207
1900	223
1901	242
1902	250
1903	270

Notes.—  
 State-aided Schools abolished from 1 from "Governor primary, though consequently the returns forward  
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Year.	under 6 years	1
1902 ...	1,156	:
1903 ...	1,360	:

\* These :

TABLE VIII.

Showing the number, sex, and classification of Teachers on 31st December, 1903 :—

	A1	A2	A3	B1	B2	C1	C2	Unclass- fied.	Pupil Teachers.	Monitors.	Sewing Mis- tresses.	Totals.
Head Teachers :												
Males ...	3	11	11	38	14	42	26	25	...	...	...	170
Females ...	...	3	4	18	2	15	2	39	...	...	...	78
												248
Assistant Teachers :												
Males ...	...	...	2	14	15	18	5	5	...	...	...	59
Females ...	...	1	1	18	26	74	38	35	...	...	...	193
												252
Monitors :												
Males ...	...	...	...	...	...	...	...	...	...	42	...	42
Females ...	...	...	...	...	...	...	...	...	...	133	...	133
												175*
Sewing Mistresses :	...	...	...	...	...	...	...	...	...	...	64	64
Totals ...	3	15	18	83	57	149	71	104	...	175	64	739
Totals for 1902	1	16	18	74	58	138	46	109	88	69	60	677

\* Six Monitors act also as Sewing Mistresses.

*Teachers of Manual Training and Cookery.*

	Manual Training. All Male.	Cookery and Laundry. All Female.	Total.
Organising Instructors ...	1	1	2
Teachers in charge of centres ...	4	2	6
Assistants ...	1	2	3
Monitors ...	2	...	2
Totals, 1903 ...	8	5	13
Totals, 1902 ...	5	3	8

*Monitors' Central Classes.*

Superintendent ...	...	...	...	...	...	1
Instructor ...	...	...	...	...	...	1
Total ...	...	...	...	...	...	2 (both male teachers).

## ORPHANAGE SCHOOLS AND INDUSTRIAL SCHOOLS, 1903.

	Number of Individual Children on Roll last School day.			Average Enrolment for Year.	Average Attendance for Year.
	Boys.	Girls.	Total.		
Clontarf Orphanage, Senior (Roman Catholic) ...	25	...	25	28	28
Do. Junior (Roman Catholic) ...	53	...	53	60	60
Perth Protestant Girls' Orphanage (Church of England) ...	...	60	60	60	56
St. Joseph's Orphanage (Girls'), (Roman Catholic) ...	...	88	88	84	88
Glendalough Industrial (Roman Catholic) ...	47	...	47	45	44
Subiaco Industrial Boys' (State) ...	33	...	33	39	38
Do. Girls' (State) ...	...	19	19	22	22
Swan Orphanage, Boys' (Church of England) ...	77	...	77	76	72
Swan Native and Half-caste Mission (Church of England) ...	8	25	33	33	32
Collie Industrial School, Boys' (Salvation Army) ...	52	...	52	42	31
Do. Girls' (Salvation Army) ...	...	31	31	26	17
	295	223	518	515	483
Ages of those on Roll—					
Under 6 years ...	15	13	28		
Between 6 and 14 years ...	252	190	442		
Over 14 ...	28	20	48		
	295	223	518		

## INSPECTION.

Two hundred and forty-three schools received an annual inspection visit. From the awards it will be seen that 186 schools, or 78 per cent., were classed as "Fair," or higher. In 1902, 79 per cent. were so marked. It should, however, be remembered that the classification is awarded on no fixed basis. The standard of efficiency expected from the schools has increased yearly.

Twenty-nine schools did not receive an annual inspection visit. Most of these were new schools opened late in the year. In a few cases the distance and difficulty of making proper transit arrangements were too great to admit of the visit being made. The Inspector was unable to fully inspect the Roman

Catholic Schools in the Geraldton, Murchison, and other northerly districts, owing to his being detained a considerable time in the North-West, through a mishap to the coastal passenger steamer.

One hundred and ninety-eight schools received visits of inspection without notice. In many instances, two or more visits of this nature were paid to the same school. Eighty-two per cent. of the schools inspected were classed from "Excellent" to "Fair." In 1902, the same result was obtained, but here again the standard of efficiency has been raised.

The following tabulation shows further details in reference to these inspections:—

1 Inspector.	2 No. of Schools fully inspected.	3 No. of Schools inspected for classification of scholars.	4 Schools not inspected.	Remarks on column 4.
J. P. Walton (Chief Inspector)	37	1	Osborne Park ... ..	New school.
J. H. McCollum ... ..	54	2	Hamilton Hill ... ..	New school.
			Collie No. 1 ... ..	Closed during part of year.
			Dardanup ... ..	Closed.
			St. John's Brook ... ..	Closed.
R. H. Robertson, M.A. ... ..	42	...	Bonnievale ... ..	
			Lawlers ... ..	Too distant.
			Wiluna ... ..	Too distant.
			Rockingham ... ..	Closed during part of year.
			Hope Valley ... ..	Closed.
			Yundamindera ... ..	New school.
			Niagara ... ..	New school.
			Davyhurst ... ..	New school.
B. Gamble ... ..	52	...	Scotsdale ... ..	Closed early in year.
			Brookton ... ..	New school.
			Mount Kokeby ... ..	New school.
			Wooroloo ... ..	New school.
			Seabrook ... ..	New school.
Wallace Clubb, B.A. ... ..	54	1	Denningup ... ..	New school.
			Dingup ... ..	New school.
			Nannup ... ..	New school.
			Bellevue ... ..	New school.
			Carnarvon ... ..	Owing to steamer accident.
			Greenough, South ... ..	Closed during part of year.
			Gullewa ... ..	
			Upper Irwin ... ..	Closed during part of year.
			Sharks Bay ... ..	Owing to steamer accident.
Total ... ..	239	4		

In addition to the above, the following Orphanages and Industrial Schools were paid Annual Inspection visits:—

#### ORPHANAGES.

Swan Boys' (Church of England).  
 Subiaco Girls' (Roman Catholic).  
 Clontarf Boys' (Roman Catholic).  
 Swan Native and Half-caste Mission (Church of England).  
 Perth Protestant Orphanage (Church of England).

#### INDUSTRIAL SCHOOLS.

Subiaco (Government Institution).  
 Glendalough (Roman Catholic Institution).

The following Table shows the marks awarded to Schools on the Annual Inspection visits:—

	Excellent.	Good.	Fair.	Weak.	Very Weak.	Bad.	Totals.
J. P. Walton (Chief Inspector)	3	18	16	...	...	...	37
J. H. McCollum ... ..	1	6	36	9	...	2	54
R. H. Robertson, M.A. ... ..	1	12	22	5	...	2	42
B. Gamble ... ..	1	9	26	15	1	...	52
Wallace Clubb, B.A. ... ..	...	5	30	17	1	1	54
Totals ... ..	6	50	130	46	2	5	239

#### INSPECTION WITHOUT NOTICE.

Besides the annual fixed inspection, visits of inspection without notice were made to 201 schools during the year.

This Table shows the number of Schools paid such inspection visits and the mark awarded:—

	Excellent.	Very Good.	Good.	Very Fair.	Fair.	Weak.	Very Weak.	Bad.	Very Bad.	Totals.
J. P. Walton (Chief Inspector)	1	4	9	12	8	...	...	...	...	34
J. H. McCollum ... ..	...	...	1	11	38	6	...	...	...	56
R. H. Robertson, M.A. ... ..	...	...	6	12	8	4	1	1	2	34
B. Gamble ... ..	1	...	7	12	14	8	1	3	...	46
Wallace Clubb, B.A. ... ..	...	...	3	5	10	6	1	3	...	28
Totals ... ..	2	4	26	52	78	24	3	7	2	196

## MANUAL TRAINING AND DOMESTIC ECONOMY.

**Woodwork.**—The number of scholars who received instruction in woodwork during the year amounts to 1,711, an increase of 922 over the number for 1902. On the last school day there were 1,196 scholars receiving instruction, as compared with 343 in 1902, and the average enrolment had increased from 436 to 1,126. New centres have been equipped and opened at Leederville, Coolgardie, Fremantle, Midland Junction, and Claremont, and at the following schools special instruction has been imparted by one of the staff, who has qualified in the subject: Bunbury, Picton, Cookernup, Armadale, Donnybrook, Mornington Mill, Day Dawn.

**Cookery.**—Here, too, the figures show a great increase. In 1902, 146 girls received instruction, but for 1903, the number is 807. On the last school day of 1903, 448 girls were actually under instruction in this subject, whilst the number in 1902 was 57. The average enrolment stands at 417, as compared with 77. New centres have been established at Fremantle, Boulder, Kalgoorlie, and Claremont.

**Laundry.**—Classes in this department of domestic training have now been established for the first time. At present there are two centres, Perth and Fremantle. During the year 109 girls received instruction, and on the last school day there were 71 on the rolls. The average enrolment was 72.

			No. of Scholars enrolled in Class during the Year.	No. of distinct Scholars on Roll last day Classes open.	Average Enrol- ment for Year.	No. of Days Open.	No. of Classes held.	Total Attend- ances made.	AVERAGE ATTENDANCE.		
									Per Day.	Per Class.	
BOYS' CLASSES.											
Woodwork—											
Armadale ... ..			8	7	5	33	33	157	5	5	Opened 21st April
Boulder ... ..			207	149	124	147	272	4,162	28	15	
Bunbury ... ..			48	40	21	47	47	909	19	19	Opened September
Claremont ... ..			84	78	76	24	48	848	35	18	
Cookernup ... ..			9	9	7	62	62	874	6	6	Opened 16th October
Coolgardie ... ..			111	76	56	58	115	1,809	31	16	
Day Dawn ... ..			13	11	12	9	9	93	10	10	Opened July
Donnybrook ... ..			28	19	16	42	42	554	13	13	
Fremantle ... ..			292	193	193	207	407	7,221	35	18	Closed 26th June
Kalgoorlie ... ..			215	140	108	122	244	3,556	29	15	
Leederville ... ..			149	95	105	119	238	3,640	31	15	
Midland Junction ... ..			132	86	85	168	168	2,522	15	15	
Mornington Mill ... ..			5	5	5	45	45	224	5	5	
Northam ... ..			56	32	30	75	75	948	13	13	
Perth ... ..			347	248	276	204½	613	10,005	49	16	
Picton ... ..			9	8	7	11	11	80	7	7	
Total, 1903 ... ..			1,711	1,196	1,126	...	2,429	37,102	331	...	
Total, 1902 ... ..			789	343	436	...	744	12,247	115	...	
GIRLS' CLASSES.											
Cookery—											
Boulder ... ..			160	56	65	112½	225	1,911	17	8	
Claremont ... ..			66	55	61	54	106	899	17	8	
Fremantle ... ..			276	137	111	165½	317	4,180	25	13	
Kalgoorlie ... ..			86	60	48	84½	169	1,466	17	9	
Perth ... ..			216	140	132	205	323	4,745	23	15	
Total, 1903 ... ..			807	448	417	...	1,140	13,151	99	...	
Total, 1902 ... ..			146	57	77	...	297	2,953	15	...	
Laundry—											
Fremantle ... ..			46	27	34	34	68	513	15	8	
Perth ... ..			63	44	38	92	102	940	10	9	
Total ... ..			109	71	72	...	170	1,453	25	...	
Grand Total (Boys and Girls), 1903 ... ..			2,627	1,715	1,615	...	3,739	51,706	455	...	

## EVENING SCHOOLS.

The year 1902 closed with three in operation. Armadale was re-opened, but lasted only one quarter. Evening and Technical Classes were opened in Kalgoorlie on 2nd February, under the direction of the local School Committee, and conducted on the same lines as those at Boulder and Fremantle. Evening Classes were also opened in six new districts, as shown below, but three of these closed before the end of the year:—

—	STAFF LAST SCHOOL WEEK.					NUMBER OF DISTINCT PUPILS ON ROLL LAST SCHOOL WEEK.			Average Enrolment of distinct pupils for the Year.	Average Attendance for the Year.	Amount received in Fees during the Year.	REMARKS.
	Head Teachers.		Assistants.		Total.	M.	F.	Total.				
	M.	F.	M.	F.								
Armadale ...	1	...	...	...	1	11	2	13	12	8	£ s. d. ... ..	Opened 2nd February; closed 27th March Opened 18th September
Boranup ...	1	...	...	...	1	10	...	10	13	9	... ..	
Boulder* ...	...	...	8	...	8	161	1	162	119	†	253 15 0	Opened 11th May; closed 18th September
Fremantle* ...	...	...	8	3	11	92	57	149	139	†	332 18 4	
Harvey ...	1	...	...	...	1	6	...	6	12	10	... ..	Opened 27th April Opened 2nd February Opened 2nd October
Jarrahdene ...	1	...	...	...	1	12	4	16	17	16	... ..	
Kalgoorlie* ...	...	...	6	...	6	46	10	56	64	†	158 12 9	Opened 15th April; closed 21st August
Maylands ...	1	...	...	...	1	16	...	16	17	12	... ..	
Mingenew ...	1	...	...	...	1	7	3	10	11	6	... ..	
Perth ...	1	...	5	2	8	87	35	122	116	†	175 8 3	
Total ...	7	...	27	5	39	448	112	560	520	...	...	
Deduct for schools closed ...	3	...	...	...	3	24	5	29	35	...	...	
Net result for year	4	...	27	5	36	424	107	531	485	...	...	

\* These classes are under the direction and control of a local committee, who receive from the department a £ for £ subsidy on all fees received. † The average attendance of individual pupils is not ascertained.

## Perth Evening Classes.

SUBJECTS.	No. of Students on Roll last School-day.			Average weekly enrolment for Year.	Average attendance for Year.
	Males.	Females.	Total.		
ELEMENTARY—					
Reading ... ..	30	5	35	43	35
Writing and Dictation ... ..	29	5	34	39	30
History ... ..	15	4	19	29	23
Drawing ... ..	8	5	13	19	15
Arithmetic ... ..	32	5	37	43	32
English and Composition ... ..	25	4	29	44	33
Mensuration ... ..	30	5	35	42	34
ADVANCED OR SPECIAL—					
Geography ... ..	3	2	5	4	3
History ... ..	4	1	5	4	3
Arithmetic ... ..	5	2	7	10	8
English and Composition ... ..	5	1	6	8	6
Algebra ... ..	5	1	6	7	6
Geometry ... ..	4	1	5	5	4
Latin ... ..	5	1	6	10	8
French ... ..	3	...	3	3	2
Book-keeping ... ..	10	2	12	12	9
Shorthand ... ..	13	1	14	14	12
Dress-cutting ... ..	...	19	19	18	15
Cookery ... ..	...	5	5	9	7
Woodwork ... ..	25	...	25	23	19



*Fremantle Technical and Evening Classes.*

SUBJECTS.	No. of individual Students last School day.			Average Enrolment for Year.	Average Attendance for Year.	
	Males.	Females.	Total.			
Elementary ... ..	21	...	21	32	16	Opened First Term only.
Mensuration ... ..	4	...	4	4	3	
Higher Arithmetic ... ..	5	2	7	9	6	
Algebra ... ..	6	...	6	10	7	
Book-keeping ... ..	8	...	8	6	5	
Shorthand ... ..	20	12	32	36	29	
Shorthand (Speed) ... ..	6	6	12	11	9	
German ... ..	3	4	7	7	6	
Freehand Drawing ... ..	7	10	17	11	8	
Art ... ..	3	13	16	12	10	
Applied Mechanics ... ..	20	...	20	24	21	Closed August. Opened First Term only.
Steam ... ..	14	...	14	14	12	
Electrical Engineering ... ..	16	...	16	19	15	
Machine Drawing ... ..	11	...	11	10	6	
Euclid ... ..	4	...	4	6	4	
Trigonometry ... ..	1	...	1	1	1	
Dress-cutting (Advanced) ... ..	...	8	8	13	11	
Dress-cutting (Elementary) ... ..	...	9	9	9	8	

*Boulder Evening Classes.*

SUBJECTS.	Number of Students on roll last School day.			Average Enrolment.	Average Attendance.
	Males.	Females.	Total.		
Advanced Arithmetic ... ..	10	...	10	12	7
Elementary (1st stage) ... ..	15	...	15	16	11
Do. (2nd stage) ... ..	12	...	12	11	7
Book-keeping ... ..	9	...	9	9	7
Surveying ... ..	10	...	10	14	9
Mathematics, applied to Surveying ... ..	10	...	10	10	7
Mechanical Drawing (Advanced) ... ..	11	...	11	10	7
Do. do. (Beginners) ... ..	10	...	10	11	9
Shorthand ... ..	8	1	9	10	8
Magnetism and Electricity (Beginners) ... ..	15	...	15	16	11
Do. do. (Advanced) ... ..	13	...	13	12	9
Physics ... ..	12	...	12	12	7
Engine-drivers ... ..	26	...	26	26	24

*Kalgoorlie Evening Classes.*

(Opened 2nd February.)

SUBJECT.	No. of Students on Roll on last School day.			Average Enrolment.	Average Attendance.	
	Males.	Females.	Total.			
Elementary ... ..	14	4	18	19	14	Opened First Term only.
Book-keeping ... ..	6	2	8	16	12	
Mechanical Drawing ... ..	4	...	4	8	6	
Electricity and Magnetism ... ..	8	...	8	7	6	
Latin ... ..	7	...	7	7	6	
Shorthand ... ..	10	4	14	13	10	Opened First Term only.
Shorthand (Speed) ... ..	2	2	4	4	3	
Mathematics ... ..	4	...	4	5	4	

## PERTH TECHNICAL SCHOOL.

## STAFF.

ALEX. PURDIE, M.A., A.O.U.S.M. ... ..	Director of Technical Education.
RALPH S. FLETCHER ... ..	Secretary.
FRED. C. STOCKWELL, A.S.A.S.M. ... ..	Lecturer in Chemistry, Assaying, etc.
HARRY ADAMS ... ..	First Assistant
PHILIP ADAMS ... ..	Second Assistant
ARCHIE MACFARLANE ... ..	Cadet
J. B. ALLEN, B.Sc. ... ..	Lecturer in Physics and Mathematics
HERBERT J. CLUCAS, B.C.E. ... ..	Assistant in Physical Laboratory.
ORDE POWELL ... ..	Carpentry Instructor.
HENRY STEPHEN ... ..	Blacksmithing Instructor.
WILLIAM HOWITT ... ..	Woodcarving Instructor.
J. W. R. LINTON ... ..	Art Instructor.
W. H. C. JAMES ... ..	Mechanical Drawing Instructor.
THOMAS BROOKS ... ..	Plumbing Instructor.
DAVID LESSELS ... ..	Fitting and Turning Instructor.
JOSHUA HART ... ..	Instructor in Practical Plane and Solid Geometry.
EDWARD MAYHEW, F.L.S. ... ..	Lecturer in Materia Medica and Botany.
HERBERT LONGBOTTOM ... ..	Pattern-making Instructor.
ERNEST G. MARLOW ... ..	Engine-driving Instructor.

## "A."

SUBJECT.	No. of Students last School day.			Average Enrolment for Year.	Average Attendance for Year.	Remarks.
	Males.	Females.	Total.			
Chemistry (First Year) ... Morning Class ...	3	...	3	2	1	
Afternoon " ...	9	...	9	7	2	
Evening " ...	14	...	14	14	5	
Chemistry (Second Year) ... Morning " ...	1	...	1	...	...	
Afternoon " ...	1	...	1	...	...	
Evening " ...	5	...	5	...	...	
Assaying (First Year) ... Morning " ...	2	...	2	1	1	
Afternoon " ...	2	...	2	1	1	
Evening " ...	6	...	6	6	2	
Assaying (Second Year) ... Morning " ...	2	...	2	2	2	Opened First and Fourth Terms.
Afternoon " ...	2	...	2	2	1	Opened First Term only.
Evening " ...	2	...	2	2	1	Closed Fourth Term.
Mineralogy (First Year) ... Morning " ...	2	...	2	1	...	
Afternoon " ...	4	...	4	2	1	
Evening " ...	7	...	7	4	1	
Mineralogy (Second Year) ... Morning " ...	6	...	6	6	6	Closed after First Term.
Evening " ...	4	...	4	3	3	Opened First and Second Terms.
Physics (Part I.) ... Morning " ...	4	...	4	4	3	Opened Fourth Term only.
Afternoon " ...	10	...	10	11	7	
Evening " ...	10	...	10	9	6	
Physics (Part II.) ... Afternoon " ...	1	...	1	1	1	Opened First Term only.
Evening " ...	1	...	1	1	1	Closed after Second Term.
Physics (Training College Classes) ...	12	...	12	12	11	Opened First Term only.
Mathematics Part I. ... Morning Class ...	5	...	5	5	4	Opened Fourth Term only.
Evening " ...	26	...	26	25	18	
Mathematics Part II. ...	3	...	3	5	3	
Mathematics Part III. ...	1	...	1	1	1	Opened First Term only.
Art ... Morning Class ...	...	14	14	12	5	The Morning and Afternoon Classes were combined during Fourth Term.
Afternoon " ...	...	13	13	12	4	
Evening " ...	5	17	22	19	15	
Agriculture ...	2	...	2	4	3	
Pharmacy ...	6	...	6	6	5	Closed Fourth Term.
Geology ...	4	...	4	5	4	
Metallurgy ...	3	...	3	3	3	Closed after Second Term.
Electricity ...	1	...	1	1	1	
Blacksmithing ...	12	...	12	12	5	
Fitting and Turning ...	13	...	13	11	4	
Carpentry (Juniors) ...	16	...	16	11	7	
Carpentry (Seniors) ...	25	...	25	20	9	
Woodcarving ...	3	8	11	9	7	
Mechanical Drawing ...	19	...	19	21	16	
Practical, Plane, and Solid Geometry ...	13	...	13	13	11	
Plumbing ...	24	...	24	23	9	Opened Third and Fourth Terms.

## "B."

	Number of Individual Students on Rolls during term.			Number of Lecturers or Instructors.	Number of subjects taught.	Number of weeks open.	Fees received.	Total Number of Students in all Classes during each term.		
	Males.	Females.	Total.					Males.	Females.	Total.
First Term ... ..	144	25	169	19	25	10	£ 207 18 4	230	25	255
Second Term ... ..	173	29	202	18	23	10	116 19 0	263	32	295
Third Term ... ..	199	34	233	20	23	10	138 3 10	260	41	301
Fourth Term ... ..	185	38	223	19	23	10	139 4 8	253	39	292

*Technical and Evening Schools—Return showing Ages of individual Students on Rolls at end of Year.*

	MALES.			FEMALES.			BOTH SEXES.			Totals.
	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	
Perth Technical School ... ..	20	69	96	2	6	30	22	75	126	223
Perth Evening Classes ... ..	35	31	21	10	13	12	45	44	33	122
Fremantle Evening Classes ... ..	51	33	8	50	4	3	101	37	11	149
Boulder Evening Classes ... ..	25	47	89	...	...	1	25	47	90	162
Kalgoorlie Evening Classes ... ..	16	12	18	4	3	3	20	15	21	56
Boranup Evening Classes ... ..	3	...	7	...	...	...	3	...	7	10
Jarrahdene Evening Classes ... ..	2	1	9	4	...	...	6	1	9	16
Maylands Evening Classes ... ..	14	2	...	...	...	...	14	2	...	16
	166	196	248	70	26	40	236	221	297	754

## MISCELLANEOUS CLASSES, ETC.

*Kindergarten.*—A course of twenty lectures was given by Miss Alder, Head Mistress of the Infants' Central School, to teachers in the Metropolitan Districts. The lectures were delivered on Saturday mornings. A large number of teachers of both sexes availed themselves of these lectures. The roll at the first lecture was 48; at the last 90. The average enrolment was 88, and the average attendance 76. This course was followed by a supplementary one of 10 lectures, devoted principally to the practical exposition of the kindergarten methods and principles. A written examination was held at the conclusion of these courses, with the following result:—

First Class Pass.—Eliz. Jones, Eliza de B. Joyce, Edith Priest, Jane McCormick, Eliz. Julius, Jessie Birch, Alice E. Carey, Frances Metcalfe, Maggie Reeves, Antonia A. Vetter.

Second-class Pass.—Edith Ashton, Eliz. H. Hammill, Beatrice Damiano, May L. Chipper, Margaret Ross, Florence J. Jeffrey, Florence Tildsley, Jean Hawkes, Martha Smith, Doanetta Gray, Olive James, Effie Cameron, Sarah O'Brien, Elsie Kennedy, Bessie McAuliffe, Mabel Myers.

All these will present themselves for a further examination in practical skill, and to those who are successful special certificates will be issued.

*Manual Training.*—A Teachers' Training Class was begun by the organiser, Mr. Joshua Hart, on the 15th May, and was held weekly during the remainder of the year. The roll showed 12 at the beginning and 11 at the end of the course. The average attendance was 10, and the average enrolment 12. Twenty-eight lessons were given.

During the Christmas holidays a special course of instruction was given to teachers generally. The teachers in attendance were divided into first-year students and second-year students. Twenty-six of the former were enrolled and 11 of the latter.

The classes were held on 18 days, the average attendance being 23 and the average enrolment 25 for First-year Students, and 9 and 11 respectively for the Second-year Students.

At the conclusion of the holiday course an examination was held, with the following results:—Passed in Practical Work, Theory, and Drawing, thereby being entitled to the First Year's Certificate—A. C. Armstrong, W. C. Armstrong, E. H. James, G. E. Jones, W. G. Kerr, T. J. Milligan, R. H. McKendry, R. G. Murdock, L. H. Nicholls, A. Preston, J. A. Richards, T. H. Richards, O. B. Riegert, J. H. Royce, L. R. A. Treadgold.

The following completed the course required for the First Year's Certificate, to which they are now entitled :—J. E. Jones, A. H. Loveridge, Geo. McLean.

In the Second Year's Examination, H. Harms obtained 1st class pass in Woodwork; H. Naylor obtained 2nd class pass in Woodwork and 1st class pass in Theory; E. W. Schonell obtained 2nd class pass in Woodwork; Geo. McLean obtained 2nd class pass in Theory.

To qualify for a First-class Certificate (second year) a candidate is required to obtain a first-class pass in Woodwork, Drawing, and Theory. To qualify for a Second Class Certificate (second year) he must pass in each section.

*Other Classes.*—Central classes for the instruction of Monitors in the Metropolitan Districts were begun late in the year, and were held in Perth and in Fremantle. Attendance at these was compulsory for all Monitors within certain areas. Since the beginning of the present year (1904) these classes have been re-organised, and arrangements have been made whereby Monitors in country districts may be taught by correspondence, but a full report will appear in the next issue of the Annual Report.

Lectures in Drill have been given by Captain Hunt, both in the Metropolitan District and on the Goldfields. Examinations in this subject have been held at various times throughout the year, the results of which have been published in the *Circular* from time to time.

## RELIGIOUS INSTRUCTION, 1903.

### A.—SPECIAL RELIGIOUS INSTRUCTION.

*Return showing particulars of the Churches availing themselves of the provision of Section 18 of 57 Vict., No. XVI.*

Churches.	No. of Schools visited.	No. of visits made.	Total No. in Average Attendance.	No. withdrawn in accordance with parents' written request.
Church of England ... ..	145	3,739	5,942	10
Methodist ... ..	52	1,305	2,862	3
Presbyterian ... ..	28	685	780	2
Congregational ... ..	19	530	396	...
Baptist ... ..	17	414	246	...
Roman Catholic ... ..	11	142	132	...
	*152	6,815	10,358	15

\* Special Religious Instruction has been given in 152 distinct schools.

### B.—GENERAL RELIGIOUS INSTRUCTION.

This instruction, which excludes dogmatic or polemical theology, is given in all schools. The number of children withdrawn from it in accordance with the written request of parents amounted to 719, made up as follows :—Roman Catholic, 615; Hebrew, 39; no denomination, 13; Seventh Day Adventist, 14; Church of England, 12; Presbyterian, 6; Congregational, 5; Methodist, 10; "Protestant," 2; Church of Christ, Lutheran, Salvation Army, 1 each.

## GOVERNMENT EXHIBITIONS.

These were first instituted in 1897, when, on 1st July, regulations were gazetted offering eight, of the value of £25 each, for competition among candidates of either sex, between the ages of 14 and 18 years who had resided in the State for at least two years. In 1898 the regulations governing these Exhibitions were altered. Five Senior Exhibitions, of the value of £25 each, and five Junior, of the value of £15 each, were offered, subject to the same condition as to residence. In this year there was also an alteration in the mode of setting and examining papers. The results of the Adelaide University Junior and Senior Examinations were to decide the winners of the Junior and Senior Exhibitions respectively. In 1900 there was added to the other Exhibitions a University Exhibition of the value of £150 a year, tenable for three years, to be held at any recognised University in the British Empire. The competition for this is restricted to boys under 19 years of age who have completed three years' residence in the State. The award is made on the combined results of the Adelaide University Senior and Higher Public Examinations, but no marks are counted for any subject unless 45 per cent. of the maximum obtainable for that subject is obtained.

In 1901 the method of awarding Senior Exhibitions was brought into consonance with that for the University Exhibition, and for the Junior Exhibitions it was also decided to fix 45 per cent. as the minimum to be obtained in any subject in order that the marks may count towards the Exhibition.

The following list shows the winners of these Exhibitions in 1903:—

## UNIVERSITY EXHIBITION.

James F. Fahy ... .. Christian Brothers' College, Perth

## SENIOR EXHIBITIONS.

Prescott H. Harper ... .. Guildford Grammar School  
 Stanley J. Cantor ... .. Christian Brothers' College, Perth  
 Arthur S. Williams ... .. High School, Perth  
 Herbert J. Buckingham ... .. Scotch College, Perth  
 Charles A. Riley ... .. High School, Perth

## JUNIOR EXHIBITIONS.

Angus S. Ferguson ... .. Christian Brothers' High School, Fremantle  
 Jack Jas. N. Telford ... .. Christian Brothers' College, Perth  
 Horace U. Walker ... .. Perth Boys' School  
 William Gemmell \* ... .. High School, Perth  
 Walter St. C. Brockway ... .. Perth Boys' School  
 Alexander P. Turnbull \* ... .. High School, Perth

\* When it was ascertained that W. Gemmell could not fulfil the requirements of the Regulations as to continuing at school in order to retain the Exhibition, it was awarded to Alex. P. Turnbull.

The following Table shows the results for the past six years:—

Year.	University Exhibition.		Senior Exhibitions.		Junior Exhibitions.		Total Exhibitions.	
	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of individual Competitors.
1897	...	...	...	...	...	...	8	16
1898	...	...	5	5	5	8	10	13
1899	...	...	5	6	5	21	10	27
1900	1	*6	4	4	5	20	10	26
1901	1	*6	5	9	5	16	11	27
1902	1	†4	4	9	7	26	12	35
1903	1	‡13	5	13	5	23	11	38
	4	29	28	46	32	114	72	182

\* Four of these also competed for Senior Exhibitions, and are included under that heading.

† All these also competed for Senior Exhibitions, and are included under that heading.

‡ Eleven of these also competed for Senior Exhibitions, and are included there.

## EFFICIENT PRIVATE SCHOOLS.

The following is a list of the private schools in the State which have been gazetted during 1903. These are not examined on the same basis as Government Schools, and are only declared efficient for the purposes of the Act in reading, writing, arithmetic, spelling, and geography.

NOTE.—This list is not exhaustive, as there are other private "schools" where the number in attendance is below eight. These are not recognised by the Department as Efficient Schools, but the instruction imparted there may be deemed sufficient excuse for exemption from attendance at an Efficient School. In some few other cases visits of inspection could not be paid before the end of the year.

Albany	...	...	...	...	Mrs. Watkin's School
Do	...	...	...	...	* Mrs. Beetham's School
Do	...	...	...	...	* Christian Brothers' College
Do	...	...	...	...	Christian Brothers' Primary School
Do	...	...	...	...	Convent High School
Do	...	...	...	...	Conv. nt Primary School
Beaconsfield	...	...	...	...	Sacred Heart Convent School
Do	...	...	...	...	Miss Morton's School
Boulder	...	...	...	...	Convent School
Bunbury	...	...	...	...	Convent School
Do	...	...	...	...	Ladies' College (Miss Mitchell)
Do	...	...	...	...	* Ladies' College (Miss Chapman)
Claremont	...	...	...	...	Ladies' College (Miss L. Fenton)
Do	...	...	...	...	Loretto Convent, Osborne
Do	...	...	...	...	Ladies' College (Misses Carey and Allen)
Collie	...	...	...	...	Presentation Convent School
Coolgardie	...	...	...	...	Convent School
Do	...	...	...	...	Miss M. S. Gill's School
Cottesloe	...	...	...	...	High School (Miss Nisbet)
Cue	...	...	...	...	Convent School
Day Dawn	...	...	...	...	Convent School
Dongara	...	...	...	...	Convent High School
Fremantle	...	...	...	...	Ladies' College, and Boys' Intermediate School (Misses Bird)
Do	...	...	...	...	Central School, Wesley Hall (Miss S. Hancock)
Do	...	...	...	...	Miss Craggs' School, Temperance Hall
Do	...	...	...	...	St. Joseph's Convent School
Do	...	...	...	...	St. Joseph's Convent Infants' School
Do	...	...	...	...	St. Patrick's School (Boys')
Do	...	...	...	...	Christian Brothers' High School
Do	...	...	...	...	Miss Hicks' School
Fremantle, East	...	...	...	...	Miss Lucy Allen's School, Richmond
Do	...	...	...	...	Sacred Heart Convent High School
Fremantle, North	...	...	...	...	Convent School
Geraldton	...	...	...	...	Convent School
Do	...	...	...	...	Convent High School
Greenough	...	...	...	...	Convent School
Do	Back Flats	...	...	...	Convent School
Do	North B.F.	...	...	...	Convent School
Guildford	...	...	...	...	Grammar School
Do	...	...	...	...	Convent School, Woodbridge
Do	...	...	...	...	Girls' High School and Kindergarten (Misses Bailey)
Highgate	...	...	...	...	Sacred Heart Convent School
Do	...	...	...	...	Sacred Heart Convent High School
Kalgoorlie	...	...	...	...	Convent School
Do	...	...	...	...	High School for Girls (Sisters of the Church)
Do	...	...	...	...	High School (J. P. Murtagh)
Kamballie	...	...	...	...	Convent School
Leederville	...	...	...	...	Convent School
Leonora	...	...	...	...	Dominican Convent School
Lennonville	...	...	...	...	Mrs. Barry's School
Menzies	...	...	...	...	Convent School
Midland Junction	...	...	...	...	Convent School
Newcastle	...	...	...	...	Convent School
Northam	...	...	...	...	Convent School
Do	...	...	...	...	Miss Carlton's School
Northampton	...	...	...	...	Convent School
Perth	...	...	...	...	Christian Brothers' School (St. Patrick's)
Do	...	...	...	...	Loretto Convent, Adelaide Terrace
Do	...	...	...	...	Mrs. Jones' School, Mount Street
Do	...	...	...	...	†Miss Best's High School for Girls
Do	...	...	...	...	†Boys' High School (a)
Do	...	...	...	...	†Christian Brothers' College
Do	...	...	...	...	†Scotch College
Do	...	...	...	...	Lemyn Ladies' College (Miss Thursfield)
Do	...	...	...	...	Miss Palmer's School, Beaufort Street
Do	...	...	...	...	Wicklyffe Ladies' College (Misses Carroll)
Do	...	...	...	...	Ladies' College, Havelock Street (Misses Tyndall and Hill)
Do	...	...	...	...	Kindergarten School, Ord Street (Miss Walton)
Do	...	...	...	...	St. Joseph's Convent (Girls')
Do	...	...	...	...	St. Joseph's Convent (Infants')
Do	...	...	...	...	Ladies' College (Convent), Victoria Square
Do	...	...	...	...	Miss Messer's College, Mount Street
Do	...	...	...	...	Perth College, Colin Street (Sisters of the Church)
Perth, West	...	...	...	...	St. Brigid's Convent
Do	...	...	...	...	St. Brigid's Convent (Infants')
Do	...	...	...	...	St. Brigid's Ladies' College
Roebourne	...	...	...	...	Presentation Convent School
Southern Cross	...	...	...	...	Convent School
Subiaco	...	...	...	...	Convent School (St. John of God)
Victoria Park	...	...	...	...	Convent School
York	...	...	...	...	Convent School
Do	...	...	...	...	Convent High School
Do	...	...	...	...	Girls' High School (Miss Jobson)

a This is partly a Government School, as it receives a Government subsidy and is under the control of a Board nominated by the Governor in Council. \* Since closed. † Schools at which secondary school scholarships may be held.

## ACCOMMODATION.

At the close of 1903, in the Government School buildings in use, 24,543 places were provided; and in buildings not the property of the Department, 2,173 places.

For 1902, the numbers were 22,388 and 2,205 respectively.

The following are particulars of the new accommodation provided in 1903:—

## (a.) BUILDINGS BELONGING TO THE DEPARTMENT.

(1.) *New School Buildings.*

Place.	Present Accommodation.	Remarks.
Brookton ... ..	50	New School.
Bindoon, South ... ..	36	Replacing hired building.
Bellevue ... ..	50	New School.
Boulder Intermediate ... ..	250	New School.
Coogee ... ..	50	Replacing hired building.
Claremont Infants' ... ..	100	New School.
Ferguson, Upper ... ..	38	New building. Old building converted into quarters.
Grass Valley ... ..	36	Replacing hired building.
Greenough, South ... ..	38	New building. Old one converted into quarters.
Hamilton Hill ... ..	50	New School.
Jandakot ... ..	36	Replacing hired building.
Katanning ... ..	100	Replacing old building.
Maylands ... ..	50	New School.
Midland Junction Infants' ... ..	100	New School.
Mt. Kokeby ... ..	36	New School.
Osborne Park ... ..	50	New School.
Preston, Upper ... ..	38	New building. Old one converted into quarters.
Newcastle Street Girls' ... ..	225	New School.

(2.) *Additions and Alterations to existing Buildings.*

Place.	Accommodation added.	Remarks.
Boulder, South ... ..	50	New room.
Cannington ... ..	50	New room.
Claremont ... ..	50	New room.
Day Dawn ... ..	20	Building altered and added to.
Fremantle, North ... ..	50	New room.
Guildford ... ..	50	New room.
Highgate ... ..	50	Building remodelled and added to.
Highgate Infants' ... ..	50	New room.
Kookynie ... ..	50	New room.
Leederville ... ..	48	Building altered and added to.
Leederville, West ... ..	100	Two new rooms.
Mullewa ... ..	4	Building reconstructed. Total present accommodation is 36.
Narrogin ... ..	50	New room.
Paddington ... ..	...	Building altered, 10ft. being cut off for quarters. The accommodation has been decreased by 15.
Perth Infants' ... ..	100	Two new rooms.
Perth, East ... ..	100	Two new rooms.
Plympton ... ..	50	New room.
Ravensthorpe ... ..	12	Old building enlarged. Total present accommodation is 50.
Subiaco ... ..	100	Two new rooms.
North Perth ... ..	50	New room.

## (b.) BUILDINGS NOT BELONGING TO DEPARTMENT.

Place.	Accommodation.	Remarks.
Australind ... ..	34	New School.
Bicton, Lower ... ..	48	New School.
Burtville ... ..	25	New School.
Davyhurst ... ..	20	New School.
Ferguson Mill ... ..	38	New School.
Glenlynn ... ..	16	New School.
Gullewa ... ..	21	New building.
Indarrie ... ..	18	New School.
Nannup ... ..	22	New School.
R-e-lands ... ..	22	New School.
Swan, Middle ... ..	...	Replacing old departmental building.
Walebing ... ..	20	New School.
Wellington Mill ... ..	45	New building.
Wooroloo ... ..	24	New building.
Yundamindera ... ..	110	New School.

## SCHOOL MANAGEMENT COMMITTEES.

Return showing Number of Meetings held, and the Attendances made by Members during 1903.

	Number of Meetings held.	Number of Attendances made.	Remarks.
Armadale ... ..	3	13	
Blackwood ... ..	...	...	
Boulder ... ..	7	26	
Broome Hill ... ..	6	24	
Bulong ... ..	4	13	
Collie ... ..	...	...	
Coolgardie ... ..	...	...	
Donnybrook ... ..	1	3	
Fremantle ... ..	8	33	
Fremantle, North ... ..	4	13	
Gascoyne ... ..	6	18	
Geraldton ... ..	4	14	
Gingin ... ..	None	held.	
Greenough ... ..	4	16	
Irwin ... ..	2	6	
Jarrahdale ... ..	4	17	
Kalgoorlie ... ..	11	47	
Kanowna ... ..	3	10	
Karridale ... ..	3	9	
Katanning ... ..	6	32	
Kojonup ... ..	...	...	
Leonora ... ..	1	3	
Malcolm ... ..	2	10	
Melbourne ... ..	3	10	
Menzies ... ..	1	4	
Mount Morgans ... ..	3	9	
Mourambine ... ..	5	15	
Mulwarrie ... ..	...	...	
Murray ... ..	9	36	
Narrogin ... ..	2	7	
Norseman ... ..	7	32	
Northampton ... ..	4	19	
Perth ... ..	7	30	
Perth, South ... ..	2	7	
Plantagenet ... ..	9	40	
Ravensthorpe ... ..	3	12	
Roebourne ... ..	None	held.	
Sharks Bay ... ..	2	6	
Swan ... ..	2	7	
Vasse ... ..	1	3	
Wagin ... ..	2	6	
Wellington ... ..	11	43	
Wiluna ... ..	2	4	
York ... ..	5	16	
Yundamindera ... ..	1	3	
TECHNICAL EDUCATION.			
Fremantle Evening Classes ... ..	15	64	
Boulder Evening Classes ... ..	7	29	
Kalgoorlie Evening Classes (see above).			



*Report of Mr. J. P. Walton, Chief Inspector of Schools, 1903.*

The number of schools in operation in the Metropolitan District at the close of the year was 39; an increase of five on the previous year.

These 39 schools were in the following districts:—

Fremantle	...	...	...	...	11	...	(9)
North Fremantle	...	...	...	...	6	...	(5)
Perth	...	...	...	...	13	...	(11)
South Perth	...	...	...	...	4	...	(4)
West Perth	...	...	...	...	5	...	(5)
					39		(34)

The new schools opened during the year were:—

Bicton,  
Hamilton Hill,  
Maylands,  
Osborne Park,  
Claremont Infants'.

**ATTENDANCE.**

The classification of these schools, according to average attendance, was as under:—

Class I. (over 400)	...	...	...	...	3	...	(3)
Class II. (300 to 400)	...	...	...	...	7	...	(6)
Class III. (200 to 300)	...	...	...	...	6	...	(6)
Class IV. (100 to 200)	...	...	...	...	11	...	(11)
Class V. (50 to 100)	...	...	...	...	6	...	(5)
Class VI. (20 to 50)	...	...	...	...	4	...	(2)
Provisional (below 20)	...	...	...	...	2	...	(1)
					39	...	(34)

Large additions have been made during the year to the enrolment in nearly all the schools, but the increase in the average attendance has more than kept pace with the increase in enrolment. The number in attendance has reached 9,863 (increase 808), and the average number present 8,486 (increase 841).

The progress made will be better seen when it is stated that out of 100 children on the rolls 86 were found in our Metropolitan Schools on each day in the year. Last year the number was 84 out of each 100, and in 1901, 82. The combined efforts of the teachers and Compulsory Officers have led to this gratifying result, which certainly reflects credit on all concerned.

The high percentage of attendance may also be cited as a proof that the parents value highly the education given in our schools, that the children themselves are interested in their school work and that school-time is made attractive to them.

The following table shows the enrolment and average attendance:—

District.	Enrolment in December, 1903.	Average Attendance.	Percentage of Average Attendance to Enrolment.
Fremantle	2,667	2,279	...
Fremantle, North	1,530	1,311	...
Perth	3,743	3,248	...
Perth, South	541	437	...
Perth, West	1,382	1,211	...
Totals 1903	9,863	8,486	86
Totals 1902	9,055	7,645	84

**INSPECTION.**

Considerably more than 70 visits without notice were paid to the Metropolitan Schools. On the results of these visits the schools were classified as follows:—

Excellent	...	...	...	...	1	...	(0)
Very Good	...	...	...	...	4	...	(2)
Good	...	...	...	...	9	...	(12)
Very Fair	...	...	...	...	12	...	(10)
Fair	...	...	...	...	8	...	(7)
Weak	...	...	...	...	0	...	(1)
Totals	...	...	...	...	34	...	(32)

*Note.*—The figures in parentheses are the corresponding figures for the year 1902.

Rottneat and the five new schools did not receive surprise visits. Newcastle Street Girls' Division is here included as a separate school.

All the schools, with the exception of Osborne Park and Hamilton Hill, underwent what is termed an Annual Inspection, that is, a visit of which notice had been given. In most of these inspections I was assisted by one or more of the Inspectors, and the majority of the visits occupied several days.

The result of these inspections may be seen in the following summary :—

Excellent	...	...	...	...	...	3	...	(4)
Good	...	...	...	...	...	18	...	(14)
Fair	...	...	...	...	...	16	...	(13)
Weak	...	...	...	...	...	0	...	(1)
						—	...	—
Totals	...	...	...	...	...	37	...	(32)
						—	...	—

One new school is not included in this list, as it was visited solely for the purpose of classifying the scholars.

As in previous years I give the names of the schools which gained the mark "Excellent;" also those which merited "Good\*," and may thus be said to be verging on Excellent:—

<i>Excellent.</i>	
Perth Boys'	Perth Infants'
Perth Girls'	
<i>Good. +</i>	
Beaconsfield (Mixed)	Newcastle Street (Boys')
North Fremantle (Mixed)	Plympton (Mixed)
North Fremantle (Infants')	Subiaco (Mixed)
Highgate (Infants')	Subiaco (Infants').

The efficiency of the instruction given in the Metropolitan Schools has not only been fully maintained but has distinctly improved. While in 1902 out of 32 schools 18 were classified "Excellent" or "Good," in 1903 no less than 21 gained these marks. But the improvement is even more evident when it is remembered that the eight schools mentioned in the last list were classed as "Good," + indicating that they were not far removed from "Excellent." I take this opportunity of thanking the various Inspectors, who assisted me in the majority of these Annual Inspections, for their valuable and painstaking work.

For the improvement mentioned in the preceding paragraph the chief credit doubtless is due to the teachers. The greater responsibility thrown on the Head Teachers by the abolition of the individual examination of the children by the Inspectors has been nobly borne, and has led to the more rapid promotion of deserving scholars, not only after the Annual Examination, but whenever the necessity has arisen during the year.

It is my duty to place on record my high appreciation of the ability and devotion to duty of the great majority of teachers; and here not only Head Teachers are referred to; the Assistants, especially the First Assistants, have, in the main, given valuable help to their Head Teachers, and materially assisted in the general progress.

In this connection the teachers will pardon me if I point out a few dangers which should be watched and guarded against if the progress already visible is to be maintained and increased.

- (1.) The standard of the Annual Test should not be relaxed in any class for any reason.
- (2.) The Head Teachers should devise some means by which the standard applied in the Annual Test could be made more uniform.
- (3.) The Quarterly Examinations should be held punctually at the times prescribed, viz.: the close of each school quarter, and should be completed, class by class, in the shortest time possible, consistent with efficiency.

These suggestions are made as the result of my observations during the recent inspections, and I trust that the Head Teachers will give to them the same loyal attention as they have given to all previous recommendations.

After the last Annual Inspection a list of the certificates granted to scholars in the various Metropolitan Schools on the result of the Teachers' final examination was drawn up. This revealed a discrepancy, which was somewhat surprising and suggestive. In schools which obtained very high marks and commendations from the Inspector, it was found that comparatively few certificates were granted, while others where the Inspector's visits revealed serious defects were generous in the granting of certificates. The deduction drawn was that the standard pass in some schools was too high, and in others far too low. The Head Teachers, by mutual arrangement, can easily remedy this discrepancy.

Some teachers spread their Quarterly Examinations over a long period of time, in a few instances a month at least, and others go from one class to another before finishing the examination of the first. These practices detract from the value of the examinations, and keep the whole school in a state of unrest for an unnecessary length of time. The examination of one class should be completed before another class is disturbed, and the remarks on the various subjects should be full and as helpful to the class teachers as possible.

The one portion of the school where the promotion of the children is perhaps unduly retarded is in Standard I. Very often the scholars spend too much time in this Standard, and the teachers would do well to keep a vigilant eye on the little ones and promote them directly they are able to cope with the higher work of Standard II.

It is not wise to apply the results of the Quarterly Examination too rigidly in the promotion or otherwise of the children. It often happens that a boy, who to the teacher's knowledge is well up in his work, unfortunately fails on the day of the examination, probably in many instances through extreme nervousness. Such a boy should either be promoted on the class teacher's recommendation or should be re-examined to see if the failure was a mere accident.

I repeat below a table showing the number of children in every hundred who are placed in Standards I. to VII.

Year.	Standards.							
	I.	II.	III.	IV.	V.	VI.	VII.	
1899 ... ..	28	20	19	14	10	6	3	100
1902 ... ..	24	21	19	15	11	6	4	100
1903 ... ..	24	19	18	16	11	7	5	100

The number reaching the higher standards still improves, from 33 in Standards IV. to VII. in 1899 to 36 in 1902, and 39 in 1903. This progress is slow, of necessity, but nevertheless it shows that we are on the up grade in this particular, and that more scholars than formerly finish their course of elementary instruction.

The following figures are interesting, as showing the number of children who come under the direct influence of the Inspector at the Annual Inspection:—

District.							Enrolment.	Number present at Annual Inspection.
Fremantle ... ..	...	...	...	...	...	...	2,667	2,077
North Fremantle ... ..	...	...	...	...	...	...	1,530	1,292
Perth ... ..	...	...	...	...	...	...	3,743	3,063
South Perth ... ..	...	...	...	...	...	...	541	464
West Perth ... ..	...	...	...	...	...	...	1,382	1,174
							9,863	8,070

#### SPECIFIC SUBJECTS.

In addition to the ordinary subjects of school instruction, the upper standards, in most of our large schools, receive tuition in other subjects. The number so receiving instruction was 1,085, compared with 924 for 1902.

The subjects chosen were as under:—

Algebra ... ..	...	...	...	...	...	...	...	...	520
Mensuration ... ..	...	...	...	...	...	...	...	...	183
Geometry ... ..	...	...	...	...	...	...	...	...	158
French ... ..	...	...	...	...	...	...	...	...	96
Domestic Economy ... ..	...	...	...	...	...	...	...	...	58
Latin ... ..	...	...	...	...	...	...	...	...	32
Physiology ... ..	...	...	...	...	...	...	...	...	16
Shorthand ... ..	...	...	...	...	...	...	...	...	16
Botany ... ..	...	...	...	...	...	...	...	...	5
English Literature ... ..	...	...	...	...	...	...	...	...	1

#### WOODWORK, COOKERY, AND LAUNDRY CLASSES.

Great progress has been made in these classes. Woodwork classes have been opened at Coolgardie, Midland Junction, Northam, Bunbury, Picton, Cookernup, Armadale, Donnybrook, Claremont, Day Dawn, and Mornington Mill, and the expectation that the appointment of Mr. Hart, as Organiser of Manual Training, would add to the value and utility of the instruction given in these classes has been fully realised.

Though the number of new Cookery centres opened during the year has not been so large as in Woodwork, yet substantial progress has been made. New classes have been commenced at Fremantle, Boulder, Kalgoorlie, and Claremont, and in all these centres, owing to the effective supervision of Miss Devitt, good work has been done.

Classes for Laundry work were opened during the year at Perth and Fremantle.

In connection with the Woodwork and Cookery classes, exhibitions of work were held at Perth in the last month of the year. These exhibitions were most praiseworthy, and highly delighted all those who had the privilege of visiting them.

The table below shows the number attending these classes:—

<i>Woodwork.</i>				<i>Cookery.</i>			
Leederville	...	...	149	Perth	...	...	216
Boulder	...	...	207	Fremantle	...	...	276
Kalgoorlie	...	...	215	Boulder	...	...	160
Coolgardie	...	...	111	Kalgoorlie	...	...	89
Perth	...	...	347	Claremont	...	...	66
Fremantle	...	...	292				
Midland Junction	...	...	132	Total	...	...	807 (146)
Northam	...	...	56				
Bunbury	...	...	48				
Picton	...	...	9				
Cookernup	...	...	9				
Armadale	...	...	8				
Donnybrook	...	...	26				
Claremont	...	...	84				
Mornington Mill	...	...	5				
Day Dawn	...	...	13				
Total	...	...	1,711 (789)				

<i>Laundry.</i>			
Perth	...	...	63
Fremantle	...	...	46
Total	...	...	109

#### INDUSTRIAL SCHOOLS AND ORPHANAGES.

There are five Orphanages and three Industrial Schools under the supervision of the Education Department. All of these were visited in 1903, one of them—the Salvation Army Institution at Collie—for inspection only, and the remainder for examination.

The education given at these schools is, as a rule, very satisfactory. Some of them will compare favourably with our better elementary schools for efficiency in the subjects of Reading, Writing, Spelling, and Arithmetic.

	Roll.	Examined.
Subiaco Industrial	57	57
Subiaco Roman Catholic Orphanage	92	79
Glendalough Industrial	44	44
Clontarf Orphanage	71	71
Perth Protestant Orphanage	56	52
Swan Native and Half-caste Mission	33	33
Swan Boys'	76	73
Totals	429	409

#### PRIVATE SCHOOLS.

The private schools in the district have increased from 49 to 50. Several special visits were made during the year.

#### TEACHERS.

The table below shows the number of teachers employed in the Metropolitan District:—

Class.	Male.	Female.	Totals.
Head Teachers	24	16	40 (34)
Assistants	39	94	133 (117)
Monitors	24	56	80 (69)
Sewing Mistresses	—	2	2 (3)
	87 (84)	168 (137)	255 (223)

The increase in the total number of teachers employed in this district is 32.

#### CLASSIFICATION.

##### Head Teachers.

	A	B	C	Nil.	Total
Males ... ..	13	8	2	1	24 (21)
Females ... ..	5	9	1	...	15 (13)
	18	17	3	1	39 (34)

##### Assistants.

	A	B1	B2	C1	C2	Nil.	Total
Males ... ..	1	8	10	16	2	2	39 (49)
Females ... ..	2	11	14	44	12	12	95 (74)
	3	19	24	60	14	14	134 (117)

#### TEACHERS' CERTIFICATE EXAMINATIONS.

These examinations were held in the month of December, from the 14th to the 18th inclusive. There were five centres. The table following gives full particulars as to the number sitting for examination at the various centres:—

Centre.	Presiding Officer.	C.	B.	A.	Total.
Perth ... ..	Chief Inspector ... ..	48	11	11	70
Bunbury ... ..	Inspector McCollum ... ..	6	...	...	6
Kalgoorlie ... ..	Inspector Robertson ... ..	17	1	...	18
York ... ..	Capt. H. Hunt ... ..	5	3	...	8
Esperance ... ..	Dr. Harrison, B.M. ... ..	2	...	1	3
		78	15	12	105

The results of the examination are given below:—

##### "C" Certificate.

Passed First Class Honours ... ..	5
Passed Second Class Honours ... ..	6
Passed ... ..	9
Failed (to take supplementary examination in two subjects in December, 1904)...	1
Failed ... ..	57
	78

##### "B" Certificate.

Passed Second Class Honours ... ..	1
Passed ... ..	3
Passed (To be re-examined in one subject in May) ... ..	2
Failed ... ..	9
	15

##### "A" Certificate.

Passed (Part I.) ... ..	2
Passed (Parts I. and II.) ... ..	1
Failed... ..	9
	12

The following is a comparison of these results with those in previous years:—

Year.	Number Examined.			Total.	Passes.			Total.	Percentage of Passes.
	"C."	"B."	"A."		"C"	"B."	"A."		
1899 ... ..	33	9	1	43	9	5	0	14	33 per cent.
1900 ... ..	54	12	3	69	11	5	1	17	25 per cent.
1901 ... ..	69	18	5	92	20	9	2	31	34 per cent.
1902 ... ..	81	23	11	115	23	4	3	30	26 per cent.
1903 ... ..	78	15	12	105	20	6	3	29	28 per cent.

The number examined for the three classes of certificates was 105—a decrease of 10 compared with the number for 1902. The decrease in the number of examinees is really larger, as the monitors who had completed their apprenticeship were examined with the teachers, and not with the monitors, as in former years.

In my remarks last year I directed attention to the opinion of the examiners that many of our teachers present themselves for examination without any special study of the subjects prescribed. This was still evident in the examination in December, 1903. Several of the examiners in their reports mentioned that some of the candidates gave little or no signs of having made a study of the text-books selected.

#### EXAMINATION OF MONITORS.

These examinations were held on the 10th and 11th December. I should strongly advise, in future, that they should be held at least a week earlier, so that the papers could be examined before the teachers' examination commences.

The following is a table showing the centres at which the examination was held, presiding officer, and the number examined:—

Centre.	Presiding Officer.	Number Examined.			
		Half-time.		Full-time.	
		In Service.	Not in Service.	In Service.	Not in Service.
Perth ... ..	Chief Inspector ... ..	15	37	41	16
Bunbury ... ..	Inspector McCollum ... ..	1	1	8	...
Kalgoorlie ... ..	Inspector Robertson ... ..	3	12	13	2
Albany ... ..	Inspector Gamble ... ..	...	...	5	...
Northam ... ..	Inspector Club ... ..	4	6	2	...
Geraldton ... ..	Mr. P. H. Gladman ... ..	4	3	1	...
Roebourne ... ..	Rev. H. Fitts ... ..	...	...	1	...
Ravensthorpe ... ..	Rev. A. N. George ... ..	...	...	...	...
Totals ... ..		27	59	71	18
		86		89	

This number is the smallest since 1899. The decrease arises from the alteration in the Regulations, which now requires a monitor to be examined once in two years instead of once every year, and further requires the monitors who have finished their apprenticeship to take the examination for the "C" Certificate.

The following is a comparison of the number examined and the percentage of passes with previous years:—

Year.	Number Examined.	Number Passed.	Percentage of Passes.
1899 ... ..	124	85	69
1900 ... ..	223	85	38
1901 ... ..	208	82	39
1902 ... ..	240	84	35
1903 ... ..	175	56	32

The percentage of passes at this examination is the least for the last five or six years. This, in my opinion, does not show any decline in the ability of the monitors, but results from the altered conditions of the examination and the increased efficiency required. Of the number examined, 89 were full-timers and 86 half-timers, and 18 full-timers and 59 half-timers were applicants for employment.

The following is a summarised table of the results of the examination :—

Not in Service.					Half-time Examination.	Full-time Examination.
Passed	...	...	...	...	16	4
Failed—Recommended for appointment if services required	...	...	...	...	17	5
Failed	...	...	...	...	26	9
Totals					59	18

In Service.					Half-time Examination.	Full-time Examination.
Passed	...	...	...	...	15	21
Failed—May be retained	...	...	...	...	2	22
Failed—Appointment to lapse	...	...	...	...	10	28
Totals					27	71

The following gained the highest percentage of marks in the various classes :—

*Applicants taking Half-time Papers.*

Olive Berry	...	...	...	Perth Girls' School	...	...	...	82
Mercer Douglas	...	...	...	York School...	...	...	...	77
Evelyn Sunshine	...	...	...	Kalgoorlie School	...	...	...	77

*Applicant taking Full-time Papers.*

Myrtle Butler	...	...	...	Perth Girls' School...	...	...	...	72
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*Half-time Monitors.*

Eliza Gregory	...	...	...	York School...	...	...	...	80
Laura Coates	...	...	...	Cottesloe School	...	...	...	77
Olive M. Thomas...	...	...	...	Plympton School	...	...	...	76

*Full-time Monitors.*

Lilian Upham	...	...	...	Subiaco School	...	...	...	79
Alice Steele	...	...	...	Boulder School	...	...	...	78
Dorothy Cochrane	...	...	...	Newcastle Street Girls' School	...	...	...	76

TRAINING COLLEGE.

*Entrance Examination.*

This examination was conducted in Easter week. The candidates were examined at two centres—Perth and Kalgoorlie—32 at the former and four at Kalgoorlie.

The results were scarcely satisfactory, the highest position in the list being gained by 73 per cent. of marks, and 20 of the applicants falling under 60 per cent. The greatest number of failures occurred in School Management, History, English, and Geography. In the two subjects, School Management and History, only four candidates gained more than 50 per cent. of the possible marks.

The candidates occupying the first and second positions in the list were :—

Evelyn Skeet	...	...	...	Plympton School	...	...	...	73 per cent.
Murray Little	...	...	...	Perth Boys'	...	...	...	72 „

Twenty of the successful competitors entered the Training College.

SECONDARY SCHOOLS SCHOLARSHIPS.

The competition for these Scholarships took place on the 29th and 30th October. The examination was attended by no less than 72 scholars, an increase of more than 100 per cent. on the number competing last year, which was the highest up to that time. Twenty-one schools sent up candidates, but only 10 came from small country schools.

These candidates were examined at the following centres :—

Perth	...	...	...	...	...	...	...	68 Candidates
Norseman	...	...	...	...	...	...	...	3 „
Boebourne	...	...	...	...	...	...	...	1 „
								72

Three candidates were awarded scholarships, viz. :—

Charles H. L. Leedman, Kalgoorlie School	...	...	...	...	79 per cent.
Boy T. Murray, Perth Boys' School	...	...	...	...	78 „
Harold E. Kevan, Perth Boys' School	...	...	...	...	77 „

Great interest was taken in this examination, and it is to be hoped that that interest will be continued. It is necessary, however, that the number of scholarships offered for competition should be increased. The three scholarships which were considered sufficient when the number of competitors rarely exceeded 20 are far too few now that so many as 72 or more may be expected to enter the competition. All the scholarships of late years have been won by scholars attending town schools, and I suggest that one or two be set apart for competitors coming from schools below Class IV., provided they gain 66 per cent. of the possible marks. If this or some similar scheme be not adopted, the teachers and scholars of the smaller schools will be discouraged; and will cease to compete. If it is decided to increase the number of scholarships, I would recommend that 70 per cent. of marks be required to qualify for a scholarship from scholars attending town schools (Class IV. and upwards).

The following candidates, though unsuccessful in gaining scholarships, obtained over 70 per cent. of the possible marks:—

William Caldwell, Beaconsfield School	...	...	...	...	74 per cent.
William H. Morris, Perth Boys' School	...	...	...	...	73 "
Allan E. Morrison, West Leederville School	...	...	...	...	72 "
David J. Leahy, St. Patrick's School	...	...	...	...	71 "

#### ELEMENTARY BURSARIES.

##### March Examination.

The examination for Bursaries was held on March 24th and 25th, at Perth. There was a further increase on the large number competing last year, viz., 40 to 49. The candidates were distributed as follows:—

School.	Boys.	Girls.	Total.
Perth Boys' ... ..	12	...	12
Perth Girls' ... ..	...	7	7
St. Patrick's ... ..	12	...	12
Perth, East ... ..	3	...	3
Beaconsfield ... ..	1	2	3
Highgate ... ..	1	2	3
North Fremantle ... ..	2	...	2
Princess May Girls' ... ..	...	1	1
West Leederville ... ..	1	...	1
Fremantle Boys' ... ..	2	...	2
Subiaco ... ..	2	1	3
Totals ... ..	36	13	49

No less than 25 candidates obtained 60 per cent. or more of the possible marks. Considering that the standard applied to these papers was raised at least 10 per cent. this result is exceedingly satisfactory. The number of bursaries gained was 20, compared with 16 last year, and 5 in 1901. The list is as follows:—

1. William Nicholas, Beaconsfield	...	...	...	...	83 per cent.
2. Olive Berry, West Leederville	...	...	...	...	76 "
3. Leonidas Bott, Perth Boys'	...	...	...	...	75 "
4. Dallas McGuire, Fremantle Boys'	...	...	...	...	73 "
5. James L. Lapsley, Perth Boys'	...	...	...	...	73 "
6. Edward Jewell, Subiaco...	...	...	...	...	73 "
7. Harold E. Kevan, Subiaco	...	...	...	...	72 "
8. Frank W. Dorney, Perth Boys'	...	...	...	...	72 "
9. Sidney P. Herbert, Perth Boys'	...	...	...	...	72 "
10. Michael E. Buzzini, Perth East	...	...	...	...	70 "
11. Victor H. Allen, Perth Boys'	...	...	...	...	69 "
12. Michael Steinberg, Perth Boys'	...	...	...	...	66 "
13. Colin W. G. Parsons, Perth Boys'	...	...	...	...	66 "
14. Wilfred J. Shepherd, Perth Boys'	...	...	...	...	65 "
15. Thos. E. McGuinness, St. Patrick's	...	...	...	...	64 "
16. Allan Dowell, Fremantle Boys'	...	...	...	...	64 "
17. Kezia E. Holmes, Highgate	...	...	...	...	63 "
18. David J. Leahy, St. Patrick's	...	...	...	...	62 "
19. Henry A. Hunt, Perth Boys'	...	...	...	...	62 "
20. Dorothy Booth, Perth Girls'	...	...	...	...	62 "

The subjects in which most failures occurred were Geography, History, English, and Practical Geometry.

#### SEPTEMBER EXAMINATION.

The number presenting themselves for examination shows a decrease of eight—from 19 to 11. Last year 1 called attention on the Departmental papers to the absence of several important central schools from the list of those who sent in candidates. The metropolitan schools are examined in March, and do not send candidates to the September competition, but there are many large and important schools in the country which ignore the examination altogether. The attention of the teachers concerned is drawn to this subject. In fairness to the scholars attending these schools, the conditions of these Bursaries should be fully explained to them, and they should be encouraged to compete.



The 11 candidates came from the following schools:—

Kalgoorlie	...	...	...	...	...	...	...	...	...	6
Tipperary	...	...	...	...	...	...	...	...	...	1
Roebourne	...	...	...	...	...	...	...	...	...	1
Coolgardie	...	...	...	...	...	...	...	...	...	2
Guildford	...	...	...	...	...	...	...	...	...	1
Total	...	...	...	...	...	...	...	...	...	11

The results cannot be considered satisfactory, though they were an improvement on those of last year, when many of the candidates failed to obtain 50 per cent. of the marks possible.

As in the March Examination, failures were most numerous in Geography, History, English, and Geometrical Drawing.

Bursaries were awarded to:—

1. Ernest G. Smith, Tipperary	...	...	...	...	...	...	...	...	71 per cent.
2. John Seouler, Coolgardie	...	...	...	...	...	...	...	...	69 "
3. Thomas Pearce, Kalgoorlie	...	...	...	...	...	...	...	...	67 "
4. Thomas Gannaway, Kalgoorlie	...	...	...	...	...	...	...	...	67 "

#### GOVERNMENT EXHIBITIONS.

The Preliminary Examinations for these Exhibitions were held on 28th September. Fifteen candidates were examined, and on the results the University Fees for the 10 highest were paid. The marks of these varied from 86 per cent. to 67 per cent. Three candidates fell below 60 per cent.

#### EVENING CLASSES, PERTH.

The Perth Evening Classes were examined in December. Since the last report the separate classes for females have been discontinued, with the exception of the Dress-cutting and Cookery Classes. In all other subjects males and females are now taught in the same classes. This change was considered necessary, as the cost to the Department per scholar was excessive, seeing that in 1902 only seven female students attended.

The following figures give a comparison between the results in the years 1902 and 1903:—

	1902.	1903.
Number on Roll	330	320
Average attendance	241	242
No. of individual students	112	130
No. of papers worked at the examination	219	244
Passed with credit	102	77
Passed	86	84
Failed	31	83

These results, though apparently a decline on those for the previous year, may be considered satisfactory, as not only were more papers worked, but the examinations were much more difficult, and a higher standard was required.

#### DEVELOPMENTS.

The three most noticeable developments during the year 1903 were:—

- (1.) The extension of the Manual Training Classes—Woodwork for boys, Cookery and Laundry for girls—as mentioned elsewhere.
- (2.) The establishment of Central Classes for Monitors in the Metropolitan District, and of Correspondence Classes for Monitors in other districts.
- (3.) The revision of the Regulations and Curriculum.

1. With reference to Woodwork and Cookery it is gratifying to know that the development has been a natural one, and that in each instance a teacher who has received instruction in the Central Classes and has passed a qualifying examination has been appointed. These classes are not only popular with the scholars, but many of the teachers speak in high terms of praise as to the value of the training the boys and girls receive.

2. Perhaps the most important development of the year was the establishment of Central Classes for the instruction of the monitors in Perth and Fremantle, and of Correspondence Classes for the monitors outside those districts. Hitherto this important work has been the duty of the head teachers of our schools. In many of our schools the head teachers have done their utmost to prepare the monitors for the work of teaching, and in some instances with marked success. It will be manifest, however, to the most casual observer that the best possible results could not be achieved by a teacher who had the responsibility of a large school on his shoulders, when the time he was able to devote to this duty was so limited, and when the direct instruction had often of necessity to be given at the close of the ordinary work of the school, both teacher and taught alike exhausted and not in a condition to impart or to receive instruction. By the appointment of teachers specially qualified and set apart for the work, and the release of the monitors from much of the actual teaching in our schools, the most favourable conditions for the instruction of our monitors have been provided. I anticipate much good will result from this new

departure, but to insure its complete success the hearty co-operation of the head teachers throughout the State will be required. They are now responsible only for the teaching of a few subjects which cannot be taught at present in the Central Classes, but it rests with them to see that the monitors devote the whole of the hours set apart for private study to that one duty, and to keep a general supervision over their monitors so that the wishes and intentions of the Department may not be thwarted. Should this be the case, in a few years the State will have at its command a small army of teachers well prepared for the profession they have chosen, possessing not only the necessary knowledge, but acquainted with the most approved methods of imparting that knowledge.

3. The revision of the curriculum has enabled the Department to correct some defects and supply some omissions in the programme of instruction. In this work the experience of the Inspectors and teachers has been utilised to make the curriculum as perfect as possible. The subjects specially dealt with were History, Geometry, English, and Scripture.

There is still one omission from our curriculum which I hope will soon be rectified. Except to some extent at the Training College, there is no provision for the teaching of practical science either to the teachers or the scholars of our schools. As to the importance of this subject I would quote the remarks of one of the Commissioners appointed by the New South Wales Government to visit and report on the general systems of education in force in Europe and America. He says: "The absence of a sufficient amount of science teaching in the case of a primary teacher is of serious import. An intelligent attitude to modern industrial and commercial activity demands a far greater amount of science now than was requisite in the past. In order to profit by their opportunities, especially in our young country, it is requisite that the people as a whole should have some idea of the significance of science for daily life and for ordinary avocations. . . . Therefore we must get elementary instruction in the primary school about such matters."

The first step will be to teach the teachers. With this object classes for teachers might be opened in connection with the Technical School, and in every way teachers should be encouraged to attend. The subject should also be included in the programme for the monitors' classes, and as the Government intend to erect suitable buildings for the accommodation of these classes, I trust a well-appointed laboratory will be a part of the scheme. Such a laboratory should also be provided at the Training College. Having taught the teachers, the next move should be to provide every important school, or a central school in each group of schools, with sufficient apparatus to take the elder scholars through a practical course of physics and chemistry.

#### NOTES ON INSPECTIONS, Etc.

Without doubt, the general efficiency of our schools has been maintained, and in some respects improved, during the year under review. Many proofs of this statement could be given, but perhaps the course most productive of good will be to point out a few of the defects and deficiencies that have been noted, in the hope that the attention and effort of the teachers will be directed to their removal.

#### ANNUAL INSPECTIONS.

Some teachers give too much attention to preparing their children for the visit of the Inspector. They have not yet realised the full significance of the change in the method of inspection, and they still regard the Inspector's annual visit as an event to be specially worked for. So much is this the case that one is forced to seriously consider whether it would not be better to abolish the fixed annual visit of the Inspector altogether, and leave him free to inspect the schools whenever possible and desirable. He then could ascertain at any time during the year whether the work of the school was proceeding satisfactorily, and the teacher who, under present conditions, is apt to rely more or less on a special effort as the set visit of the Inspector approaches would have to adopt other and more approved methods. A discount would be placed on spasmodic efforts, and a premium on persistent and well-sustained work.

#### MONTHLY PROGRAMMES.

Increased attention has been given during the past year to the Monthly Programmes of instruction. Much depends on the careful and skilful mapping out of the year's work. A head teacher who neglects this duty, or who does not devote sufficient time and thought to its performance, loses one of the most necessary aids to successful teaching.

#### SUBJECTS OF INSTRUCTION.

There are two subjects in the curriculum of our schools in which the progress made has not been so satisfactory as could be wished. The subjects are English and Writing.

*English.*—If the results in this subject are to be judged by the manner in which the children express themselves in the playground, in replying to questions in class, in conversational lessons, and oral and written composition, then we cannot congratulate ourselves on the progress that has been made. There are some schools where the elder scholars write fluently and grammatically, and a more limited number of schools in which the younger children talk freely and correctly. On the other hand, there are not a few where the vocabulary of the children is very limited, and egregious errors occur with a frequency that is surprising. The children in the earlier standards often have only three or four verbs at their command,

and if they are asked to form original sentences they almost invariably confine themselves to the verbs "to be" and "to have." Teachers will use their own methods to remedy this defect, but the following may be useful and suggestive:—

- (1.) Take notice of the children's speech when at play, and correct it either at the time or in the class.
- (2.) Lead the children, especially the younger ones, to talk freely to you, so that you may find out their difficulties and errors.
- (3.) Encourage the elder children to read in their leisure hours, and provide a library of suitable books to lend to them.
- (4.) Make every use of the conversation lessons, and in them aim at producing a connected story, and not a number of isolated sentences of more or less stereotyped form.

When answering questions on paper at the competitions for Bursaries and Scholarships, the candidates, who come mainly from our State Schools, find it a difficult task to give satisfactory definitions in their own words, or to arrange their knowledge in a clear, concise form. They often leave the impression on the examiner that they know far more of the subject than they express in writing. Their knowledge may be "full," but it certainly is not "ready." Teachers should give practice in definition-making, especially following a lesson on any given subject. The definitions resulting may not be full and complete, but the mental exercise will be a useful one, and will lead to greater ease and fluency of expression. The second difficulty may be overcome by frequent practice in writing answers to questions on any subject that has been studied, and by the teacher giving practical illustrations showing how questions should be answered, drawing upon the children's own knowledge throughout the exercise.

*Writing.*—The introduction of the upright system of writing cannot be said as yet to have answered the hopes and expectations which led to its adoption. This cannot be expected until the teachers universally adopt the upright style when writing on the blackboard. But, whatever the cause, there is little doubt that the writing in the copy-books of many of our schools leaves much to be desired. The main fault is that the headlines are not copied either in slope or spacing, and that in far too many instances the slope is allowed to degenerate into "back-hand." I should like to see the teachers of the schools concerned make an earnest attempt to conquer these serious defects.

*Reading,* in fluency and enunciation, has distinctly improved. I would wish, however, that more time were spent in silent reading, especially in the upper classes, and in finding out and discussing the "thought" of the writer. At present, due attention is given to the meanings of the single words, but little or none to the object the writer had in composing the poem, or writing the essay or story. When a child fully grasps the "intention" of the passage read, he will be far more likely to read it with satisfactory expression.

*Arithmetic.*—Some teachers have taught their children to work the problems that are required, more by means of memory than by actual understanding; if the phrase be allowed, they have taught their scholars to solve problems mechanically. Others have given too much attention to mere problems, neglecting altogether those sums which are calculated to cultivate accuracy of working. In consequence, the knowledge of the multiplication table, and the accurate working of straight-forward sums of more than usual length have declined. The course adopted by some is to place a problem on the blackboard, to require the children to work it, and then for the teacher to go through it on the board, and this is repeated sum by sum. The principles by which the problems are to be solved should be taught first, and then the children should apply those principles to various examples given to them, working without any aid from teacher or elsewhere.

*History.*—A new syllabus in this subject has been drawn up. It includes not only the history of England, but that of our own Commonwealth, of the British Empire, and of the principal countries in each Continent. Head teachers are required to forward for approval the scheme they wish to adopt, founded on the syllabus as laid down in the Regulations. This should be done at the commencement of the school year.

*Paper Pads.*—One of the improvements, from a hygienic standpoint, has been the substitution of pads for slates. The use of pads is now very general. Attention is directed to the preservation of these pads. None of them should be destroyed. All should be preserved intact, and shown to the Inspector when he visits the school. The name of the child using the pad should be legibly written on the first page, and each page should be dated. So used and preserved they will be a valuable record of the progress of the individual scholar, and will be of great value to the Inspector when estimating the efficiency of the working of the class. Their condition as to neatness will supply evidence of the general tone and discipline, as well as of the supervision of the class teacher.

JAS. P. WALTON.

March, 1904.

*Report of Mr. J. H. McCollum, Inspector of Schools, 1903.*

SOUTH-WESTERN AND SWAN DISTRICTS.

There were 57 schools in operation in my district at the close of the year. The schools at Collie No. 1 Mill and St. John's Brook were closed early in the year, owing to the decline in the attendance caused by the removal of the timber mills to another centre. Dardanup school was closed about the middle of the year, but will be re-opened early in 1904.

New schools were opened at Ferguson's Mill and Roelands, and the school at Australind was again re-opened. In addition to the fixed annual visit, a visit without notice was made to every school in operation during the whole year. Several private schools in various parts of the district were also inspected.

In addition to my work in my own district, I inspected several schools in the metropolitan district, and assisted the Chief Inspector at the annual inspection of Perth Girls', Highgate Infants', Newcastle Street Infants', West Leederville, North Perth, Victoria Park, East Perth, East Perth Infants', Cottesloe, Cottesloe Infants', and Belmont schools.

The number of children on roll in the various school districts, the average attendance, and the number present at the annual inspection visit, were as follow :—

District.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of Annual Inspection.	No. of Schools in operation during Year.
	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Average weekly Enrolment.	Average Attendance.		
Armadales ...	127	131	98	129	128	105	135	128	107	132	134	111	130	106	104	3
Collie ...	294	296	181	272	274	217	258	262	210	260	266	216	288	215	228	3
Donnybrook ...	305	302	238	306	303	253	314	306	260	317	318	265	309	255	270	9
Jarrahdale ...	277	258	207	271	269	234	275	278	244	269	272	236	269	230	244	4
Karridale ...	124	120	103	133	133	123	133	132	124	131	132	122	129	119	114	4
Murray ...	270	268	204	287	275	222	268	277	204	265	271	221	273	213	194	7
Swan ...	613	599	445	623	613	516	610	594	496	588	600	475	602	485	501	5
Vasse ...	174	177	142	165	168	142	148	152	129	144	145	118	170	139	138	5
Wellington	888	882	742	896	888	776	996	971	846	1,009	1,002	867	966	837	813	20
Totals 1903	3,062	3,083	2,360	3,082	3,051	2,588	3,137	3,102	2,620	3,115	3,140	2,631	3,126	2,599	2,606	60
Totals 1902	2,814	2,833	2,251	2,869	2,850	2,350	2,893	2,873	2,410	2,940	2,940	2,439	2,920	2,410	2,311	64

The average attendance on the enrolment remains the same as last year, slightly under 83 per cent., Bunbury and Karridale schools being again well above the average with 91 per cent. and 94 per cent. respectively.

**BUILDINGS.**

New buildings were erected at Busselton, Upper Preston, and Upper Ferguson.

Additions were made to the existing building at Guildford, and approval given for additions to Bunbury Senior school.

The Timber Company has erected suitable school buildings in nearly every instance, Worsley and Wellington Mills being notable exceptions to this rule. At both places, however, new buildings are to be erected immediately.

The accommodation provided for teachers at a number of mill schools is very little better than that given to the ordinary labourers, and much inferior to residences erected for the Post Office and Police officials. The effects of this course are only too obvious. Perhaps this is scarcely a matter for wonder, seeing that the majority of residences erected by the Department are not nearly so good as the residences of the officials in question.

**GROUND.**

The improvement in the school grounds mentioned in my reports for 1901 and 1902 was not so marked during the past year. Various causes contributed towards this, such as the frequent transfer of teachers from one school to another, the non-success of some through planting unsuitable trees, etc., or through the unskilful treatment of the plants. This is a matter for regret from an educational point of view, especially in a new country where the successful cultivation of the soil is one of the chief concerns of the State. School gardens may be made the most valuable of object and moral lessons. The lessons depend largely on the character of the teacher; they may be lessons on systematic arrangement, forethought, industry, patience, and so on, or they may be lessons showing the absence of one or all of these.

In connection with these gardens it would be a great advantage if windmills, not necessarily expensive ones, were erected in the school grounds. Wells are already provided at the majority of schools. The effects of irrigation during the summer months could then be practically demonstrated. It is well to remember that in some of these schools the boys of to-day are the farmers of to-morrow.

#### REGISTRATION.

Registration is satisfactory on general lines, but unfortunately there are still a few teachers who, either through carelessness or laziness, are repeatedly guilty of errors or omissions. It would appear that a mere caution is not sufficient for these delinquents, and it is possible that a more drastic remedy may be necessary in order to distinguish between habitual carelessness or the absence of system and a slight error or oversight.

#### ORGANISATION.

The absence of suitable Time Tables and Programmes of Lessons in some schools noted in my report of last year still continues. This weakness is not confined to small schools only. In some of the larger schools the head teachers hold an examination at the end of the first quarter, practically on the full curriculum as laid down for the work of the year, only three months of which have elapsed. The folly of this course is shown in the attempt which class teachers make to crowd the year's work into the first six months. If the examination at the end of the first quarter touched the work of the previous year, plus the programme for the quarter just completed, more thorough teaching and better results would follow.

In some schools the programmes are skilfully planned, while in others they are too indefinite, especially in Arithmetic and English, and there is no attempt at correlation of subjects such as History, Geography, Object and Moral Lessons, etc.

The grouping of standards, and the consequent reduction in the number of classes, will be put on better lines in the revised programme for 1904.

#### CLASSIFICATION, ETC.

The freedom of classification extended to teachers two years ago has undoubtedly been a step in the right direction.

The improvement in the classification is very marked. The teacher is, or should be, the best judge of the abilities of each particular child. With one or two exceptions, the duty is carried out faithfully. In very few instances has it been necessary to take exception to the classification.

During the year under review it has not been necessary to give individual marks to the children in any school in my district. In nearly all the smaller schools, owing to the limited number in each class, the examination is of necessity individual, but a collective mark is given in every subject, and, as a rule, the examination touches all subjects taught in each class.

While human nature remains as at present constituted there is, unfortunately, some danger in relaxing the thoroughness of the annual test. Competition with other schools is practically removed, and a tendency to work in one particular groove becomes apparent; undue prominence is given to some subjects to the partial neglect of others; the showy often takes the place of the useful, and other evils as serious may follow.

A few years ago the rapid influx of population, principally from the Eastern States, gave an opening for some abuse in the matter of classification, owing to the difference in the grading of classes or standards in the other States. For instance, Class III. in New South Wales or South Australia corresponds very nearly with our Standard IV. A few teachers, taking advantage of this, placed the child in the standard corresponding in number with his class in New South Wales, Victoria, or South Australia. This practice in a great measure gave rise to the rather contemptuous opinion of our educational system then held by parents coming from the other States. Doubtless the old system of marking a school according to percentage of passes was largely responsible for this state of affairs. The abolition of percentages in marking, the greater attention given to the general intelligence of the class, the interim promotions, and the system of quarterly examination by the head teacher, showing the age of each child and time in class, have all contributed to putting the classification on a much better basis.

The schools were classified on the results of the inspection visits, as follows:—

<i>Excellent.</i>									
Picton	...	...	...	...	...	...	Wellington	District	
<i>Good.</i>									
Bunbury	...	...	...	...	...	...	Wellington	District	
Busselton	...	...	...	...	...	...	Vasse	"	
Cookernup	...	...	...	...	...	...	Wellington	"	
Coolingup	...	...	...	...	...	...	Donnybrook	"	
Jarrahdene	...	...	...	...	...	...	Karridale	"	
Waterous Mill	...	...	...	...	...	...	Wellington	"	

Thirty-six schools were classified as fair, nine weak, and two bad.

Two were inspected for classification only.

### SPELLING.

Spelling is usually judged by the accuracy or otherwise of the dictation test. A departure, with somewhat disconcerting results, was made during the year in the manner of giving this test. The dictation is usually read by the teacher of the class, and in past years the teacher read very slowly, emphasising each syllable in the word. It was decided to increase the rate of speed in reading, so that the children sitting near each other should have less time to look at their neighbours' work. In some schools the sequel proved that the dictation for former years had been only a bad form of transcription and was practically worthless as a test in spelling, besides undermining the self-reliance of a large number of the pupils. In schools where spelling had been well taught the alteration in the method made only a slight difference in the results compared with former years.

If children read widely good spelling will follow. Perhaps the fear of finding some word in the reading lesson which the children are unable to spell restricts the scope of the reading and that, re-acting on the spelling, has a bad effect.

### ARITHMETIC.

Arithmetic remains much the same as last year. The children in the junior classes work short problems of certain types correctly. Accuracy is the weakest point throughout the schools. The practice of working short problems giving an exact answer does not tend to improve the accuracy. Besides, this method is not always in accordance with every-day experience.

Many teachers waste their own and the children's time by setting a number of examples from a text-book and then laboriously working each example on the blackboard, although nearly all the children in the class may have already worked those examples correctly by themselves. It would be better to teach principles and the application of principles to questions arising in ordinary life. Showing the children how each particular problem may be solved is not teaching principles, and in the case of the junior children the ability to work these or very similar problems a few months afterwards is largely a matter of memory.

The fact that some children grasp new ideas more quickly than others constitutes one of the difficulties in dealing with a class in this subject, and the question is how to keep the brighter usefully occupied while the ground is covered again and again before the slower children have been able to grasp the reasons underlying the mechanical processes. It is well to remember that each problem which the child solves without direct aid from his teacher strengthens him for the solution of more difficult problems in the future.

### WRITING.

The style of upright writing adopted in our schools has proved disappointing. Either the system is not the best possible or the methods of teaching are defective. Certainly excellent specimens of copy and transcription-book writing are often exhibited at the inspection visit, but when a fair rate of speed is required from the writers of these exhibition copies (as in the dictation exercise) the result is usually an unsightly scrawl.

### ENGLISH.

Very little progress has been made in English during the past year. The subject is intelligently and successfully taught in a few schools only. In a large number of instances the time devoted to some branches of English is wasted, simply because the teaching is on wrong lines.

Although the division of a simple sentence into subject and predicate is commenced in Standard I., it is often found that children in Standard VI.—five years in advance in the ordinary course—are unable to analyse a complete sentence or give a reason for the correction of a simple grammatical error. In cases where home associations teach correct speech, the written compositions are usually free from serious grammatical errors, but where this is not the case the children have too slight an acquaintance with grammar to guide them in framing correct sentences. Oral composition does much towards remedying this defect, but it does not give sufficient practice to counter-balance the outside influence.

The recapitulation from memory of the subject matter of some of the reading lessons would be a useful exercise in teaching composition. One difficulty in connection with this is that often the everyday surroundings of the children do not stimulate the imagination, and much of the subject matter contained in the reading books and school papers is quite colourless.

### MANUAL TRAINING.

A great impetus has been given to manual training. The classes for teachers conducted during the Christmas holidays has been largely taken advantage of, and have produced a very gratifying advance in this branch of the curriculum.

Manual training in Woodwork is now carried on at Bunbury, Picton, Donnybrook, Mornington Mill, Cookernup, Armadale, and Drakesbrook schools. An effort will be made during the coming year to extend the course in this subject to other schools.

In practice it has been found that the inclusion of manual training is an indirect aid to advance in several other branches of school work. This assistance is principally due to the wider development of the intelligence consequent upon training the brain and hand to work in unison.

To the boys in the South-Western District the value of this training is very great. In addition to the numbers that will go to recruit the artisans, a large proportion will settle on the land, and this training will be of great value from the practical as well as the educational point of view.

In dealing with this side of the work, an authority on educational Sloyd, says: "It must, however, be strongly emphasised that the two terms *educational* and *practical* ought in no way to be considered antagonistic to each other, as frequently happens in popular language, for, whatever is educationally right must also be practical, and *vice versa*. When the educational and practical come into conflict, the cause is always to be found in adventitious circumstances, *e.g.*, the number of pupils, the nature of the premises, and, above all, pecuniary resources, etc. To make educational theory and practice coincide is an ideal towards which every teacher must strive. One man, perhaps, may be able to come nearer to this common ideal than another, but everyone, as he runs his course, must have this goal clearly in view, and in every unavoidable compromise he must endeavour to make what *ought* to be done and what *can* be done come as close together as possible. To utilise the educative force which lies in rightly-directed bodily labour as a means of developing in the pupils mental and physical powers will be a sure and evident gain to them for life."

In our present system, when certain exercises have been taught, the boys are shown how to apply these exercises in the construction of ornamental or useful articles for their homes. In the country districts, however, the conditions of life in this State are such that a slight modification would be a distinct gain. The practical side should be extended. This would, perhaps, require a small additional expenditure for material, but the extra outlay in nearly every instance would be willingly refunded by the parents.

#### TEACHERS.

The teachers have striven loyally, often under adverse circumstances, to carry out their duties, and have taken every opportunity of widening their views and keeping in touch with the progress of education.

26th February, 1904.

J. H. McCOLLUM,  
Inspector.

*Report of Mr R. Hope Robertson, M.A., Inspector of Schools, 1903*

**THE EASTERN GOLDFIELDS, SWAN, NORTHAM, AND FREMANTLE DISTRICTS.**

The following table shows the number of children on the roll in the different districts under my charge, the average enrolment, the average attendance, and the number present on the day of the annual inspection :—

Districts.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of Annual Inspection.	No. of Schools in operation during the year.
	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Average weekly enrolment.	Average attendance.		
Coolgardie	686	702	528	701	691	553	729	709	594	710	728	597	707	569	562	5
Boulder	1,707	1,710	1,208	1,808	1,803	1,382	1,852	1,837	1,434	1,738	1,794	1,428	1,843	1,415	1,541	5
Baling	64	66	47	68	62	49	63	64	54	68	66	53	64	51	53	1
Fremantle	119	128	96	118	120	96	111	115	89	112	110	95	118	96	60	5
Kalgoorlie	1,202	1,169	909	1,346	1,290	1,029	1,387	1,365	1,129	1,352	1,376	1,148	1,306	1,068	1,089	4
Kanowna	185	171	138	195	194	155	206	195	175	190	194	177	189	162	174	1
Kookynie	167	166	124	184	178	149	197	192	164	199	203	161	185	151	134	3
Kurawa	122	124	95	125	126	88	139	134	108	135	135	114	130	99	89	2
Malcolm	187	127	102	137	141	114	130	134	115	109	118	99	130	106	100	2
Menzies	295	290	245	269	285	245	246	238	221	238	248	208	235	242	223	5
Norseman	111	108	91	118	116	99	127	124	110	130	129	115	119	108	121	2
Northam	97	98	66	100	99	76	100	102	75	98	91	63	101	71	89	3
Swan	222	217	160	249	232	191	220	236	181	215	219	173	227	177	185	5
Southern Cross	134	138	110	133	134	105	144	141	108	145	146	117	140	110	118	1
Lawlers	45	46	35	48	45	34	59	55	51	41	46	41	48	41	...	1
Wiluna	16	15	13	20	16	13	21	21	19	23	22	19	19	16	...	1
Mount Morgans	68	66	50	98	92	72	116	112	94	120	117	96	107	86	94	4
Totals, 1903	5,877	5,861	4,017	5,717	5,609	4,452	5,847	5,795	4,716	5,612	5,742	4,703	5,718	4,555	4,611	50
Totals, 1902	4,619	4,669	3,445	4,863	4,781	3,690	5,246	5,399	4,275	5,240	5,309	4,088	5,296	4,076	4,323	44



## ATTENDANCE.

From the above tables it will be found that the average attendance in the whole district was 79·6 per cent. of the enrolment, as compared with 77 per cent. for 1902.

The average attendance on the Goldfields was 79·8 per cent.; in the other districts 78·5. In 1902 it was 77 per cent. on the Goldfields, and 78 per cent. in the other districts.

The number of children attending the schools in the Eastern Goldfields is now 5,192.

The Fresh Air League at Kalgoorlie, whose object is to give the children on the Goldfields an annual holiday by the sea shore, is to a certain degree responsible for the irregular attendance in the early months of the year. The benefits derived by the children from this excellent philanthropic institution, however, amply repay the time they lose, as they return from the coast invigorated by the change and with their receptive powers greatly quickened.

## INSPECTION.

All the schools which were open during the whole year were fully inspected and have been incidentally visited when practicable. Owing to their remote situation and the time that is absorbed in travelling to them, the schools at Wiluna and Lawlers were not visited. In addition to the work attached to the schools in the above district, I inspected the schools at Hamelin, Karridale, Boranup, Jarrahdene, Mundijong, and Serpentine, and assisted at the annual inspection of the following schools:—East Perth, Perth Boys', Perth Infants', Highgate, Newcastle Street Girls', and Subiaco Infants'.

## NEW SCHOOLS.

New schools were opened at Niagara (March 16th), Burtville (April 20th), Boulder Intermediate (April 20th), Davyhurst (November 2nd), and Yundamindera (July 13th).

## SCHOOLS CLOSED.

The school at Euro did not re-open and the half-time school at Rockingham and the school at Cunderdin were closed during the year.

## TEACHERS' EXAMINATIONS.

Fourteen candidates and 16 monitors presented themselves for examination at Kalgoorlie in December, and 18 teachers sat for certificates.

## CLASSIFICATION.

Coolgardie received an "Excellent" classification, and the following schools were classified as "Good."

Boulder	Kalgoorlie Infants'
Boulder South	Meckering
Bulong	Princess Royal
Burbanks	Smith's Mill
Coolgardie Infants'	Woolgar
Kalgoorlie	Southern Cross.

Of the other schools, 22 were classified as "Fair," five "Weak," and two "Bad."

## MANUAL TRAINING CLASSES.

Classes in Carpentry have been held, with Kalgoorlie, Boulder, and Coolgardie as centres, and Cookery classes have been established at Kalgoorlie and Boulder. The following table gives the numbers of children attending the schools:—

## Manual Training Classes.

	Coolgardie.	Boulder.	Kalgoorlie.
Number of children passed through class ... ..	111	207	215
Number on roll last school day ... ..	76	149	140
Average enrolment ... ..	56	124	108
Average attendance per day ... ..	31	28	29

## Cookery Classes.

	Coolgardie.	Boulder.	Kalgoorlie.
Number of scholars passed through class ... ..	—	160	86
Number on roll last school day ... ..	—	56	60
Average enrolment ... ..	—	65	48
Average attendance per day ... ..	—	37	17

## EVENING SCHOOLS.

Evening classes have been held at Kalgoorlie and Boulder, there being an enrolment of 162 at the Boulder school and 56 at Kalgoorlie.

Besides the ordinary elementary subjects, the following subjects have been taken:—

**Boulder.**—Advanced arithmetic, book-keeping, surveying, mathematics, mechanical drawing, shorthand, physics, magnetism and electricity, and the steam-engine.

**Kalgoorlie.**—Book-keeping, mechanical drawing, electricity and magnetism, Latin, shorthand, and mathematics.

## TEACHERS.

Of the 45 head teachers in my district, 41 are classified and four are unclassified. Four hold A2 certificates, four A3, 12 B1, four B2, five C1, 12 C2. Of the 64 assistants six hold B1 certificates, 12 B2, 17 C1, 14 C2, and 15 are unclassified. Thirty-six monitors are also employed.

By their own individuality and self-sacrifice, the status of many of the teachers has been raised and the influence of the schools has had a very wholesome effect upon the people in the towns and outlying districts.

## ORGANISATION.

The introduction of inspection without individual examination has placed a heavy responsibility on the head teachers, and it is satisfactory to record that for the most part they have faithfully carried out their duties in this respect. There have been some variations in classification between schools existing under like social conditions, which no doubt point to some defect in organisation, and there is always a tendency to keep children too long in Standard I. On the whole, however, taking into consideration the many evils which freedom of classification is open to, the teachers have not abused their power. The doctrine that children should not be promoted until they are educationally fit is a sound one; but side by side with that *dictum* should go strenuous efforts to make the children fit. Over-pressure is not advocated, but in some cases more continuous effort is required, especially with dull children, as, without a strenuous attempt to awaken their faculties, they are liable to drift helplessly behind. Some teachers complain that they receive children from other schools who are credited with having passed through a certain standard, while in reality they are not capable of doing the work of the class in which they have to be placed. This complaint should seldom be made, as a school which has difficulty in placing children received from other schools, or who have been out of school for a time, is simply out of joint with the other schools.

The formation of a Head Teachers' Association on the goldfields has been useful in the past, and more can be done in the future to prevent the waste of educational effort which must result from divergence of method among the separate schools. The increase in the subjects of the school curriculum may have a tendency to bring about a decline in attainments; but this can be guarded against by the systematic preparation of class syllabuses and programmes, and the regular assessment of each class by the head teacher. The reports on the work of the classes and the notes and suggestions made by the head teachers in the Quarterly Examination Book have been carefully made out, but in some cases the reports are inadequate.

## ARITHMETIC.

This has been a variable quantity. In many schools excellent results have been achieved; in others the teachers appear to be unable to grasp the requirements of this subject. The failures have, for the most part, arisen from the habit of continually practising from old examination cards instead of teaching according to the programme. Naturally the cards set from year to year vary considerably in the style of sum, and when anything fresh is put before the children, although well within the requirements of the curriculum, they seem quite at sea. This year straight-forward sums, requiring simple accuracy in working, proved veritable stumbling-blocks. Apparently many of the teachers had devoted their time to teaching tricks and formulæ whereby the pupils could work out problems, and had neglected to teach the fundamental principles of arithmetic. In a number of schools apparatus for concrete teaching was very meagre; in some none whatever could be seen. Those teachers who think that charts, placards containing important data, and apparatus are unnecessary, have much to learn from "the psychology of advertising as exemplified in street-car cards and on bulletin boards."

## READING.

Reading has not shown the advance that might have reasonably been expected. Curiously enough it has improved in the lower standards and fallen off in the upper. This may have arisen from the fact that the teachers have not realised that children are expected to read with fluency a number of books of a certain standard rather than they should be able to read one book with absolute accuracy throughout. Most of the children could read the set books and school papers satisfactorily, but when anything beyond was attempted, phrasing became faulty, enunciation imperfect, and the meanings of words and passages presented unexpected difficulties. On the other hand, some teachers have endeavoured to inculcate a love of reading and to arouse a disposition to run to books for amusement and pleasure. This task has been rendered easier in those schools where comprehensive libraries have been established and books have been chosen which at once captivate and enlarge the mind. In many schools great efforts have been made, and with encouraging success, to combat vulgarisms in pronunciation, faulty accent, and the misuse of the aspirate.

## DRAWING.

Drawing has shown marked improvement, and is without doubt a favourite study with the children, and yet the primary object of the syllabus is not always kept in view. The intention of our syllabus, as stated in the programme of instruction, "is first of all to give the children great freedom in drawing; but throughout the whole syllabus the necessity of beginning design and original work is never lost sight of." In many schools the drawing is all imitation, and little opportunity is given to the child to create or to exercise his freedom of imagination. The drawing exercise should partake more of an individual character; as often as possible children should work at different subjects and, under suggestion, should be led to do much for themselves. Part of our curriculum includes drawing from memory, beginning with "such objects outside the school as a pillar, post box, a lamp-post, a scythe, or a spade" with exercises of this kind, increasing in difficulty, continued throughout the standards. This part is often misunderstood, and teachers do not realise that these objects are simply suggestive and that it is not intended that objects, many of which the children have never seen, should be imitated from a flat copy. If the object itself is not familiar, it should always be shown to the class, or if this is impossible, it should not be attempted. Model drawing has not made much progress. In some schools it has not been taken at all, and in others it has not been taught on the right lines. In a few schools it has been taught well and with highly satisfactory results.

Taking the subject as a whole, much progress has been made and teachers who in the past had not fully realised the aim and object of the drawing syllabus are now doing their best to carry out its intention. In many schools the new programme in geometrical drawing has been successfully started, and

as the requirements of the syllabus are so lucid, good results may be expected in the future. Experimental geometry has been made preliminary to a course of demonstrative geometry, and the children have been taught through their own experiments, which experiments have been connected by reasoning and demonstration.

#### WRITING.

Writing has improved very much in the goldfields schools, and teachers are trying to realise that vertical writing, though ugly in its initial stages, produces excellent results in the upper standards. It may be of interest to those teachers who oppose the system of upright writing, to know that since the introduction of vertical script in America, by President Hall, in 1892, it has been almost universally adopted in that country, and has made the teaching of writing easier of accomplishment. "Less drill is now required to make a good writer, hence, the necessity for continued drill being removed, the writing earlier takes on individuality." George Sand says:—"The paper straight, the writing straight, the boy straight." "Vertical writing is more quickly learned, easier in the eye, less exacting in position, fairly rapid, and more easily read." It is a noticeable fact that in the upper standards the pupils in many schools write painfully slowly, the penmanship assuming the character of drawing rather than writing. This fault can be easily overcome by insisting on rapidity, for "vertical writing once acquired will perpetuate its own legibility." Teachers in several instances still write on the blackboards in a slanting hand when not giving a writing lesson, although vertical writing is in vogue throughout the school. This is to be deplored, as children, being nothing if not imitative, wonder why they are taught one system while their teachers adopt another.

#### ENGLISH.

Since English has been removed from the five schedule subjects, it has been gradually deteriorating in many of its details. These remarks do not apply to all schools, as there are many brilliant exceptions. In the programme it is stated that "too much stress is generally laid on an acquaintance with a number of technical terms which have little influence on the speech of the learner." Many teachers have taken this as a hint to leave technical terms alone altogether. Consequently the attempts at analysis of even simple sentences are in many cases poor and the system of complex sentence is often quite unknown. As a result composition has suffered accordingly, for without a proper knowledge of the structure of sentences, it is difficult to either speak or write correctly. Oral composition can easily be correlated with other subjects, such as History, Geography, Scripture, Object, and Moral Lessons. In many schools this has been done, and when this has been the case very satisfactory results have been obtained. Recitation has improved both with regard to the pieces chosen and the method of production, and it is gratifying to find that much more attention has been paid to the principle of individualism in the study of this subject.

#### GEOGRAPHY.

Geography has been a favourite study, but the quality of the subject varies very widely. The traditions connected with the teaching of this subject have been in the past of the worst possible kind, but now, owing to the development of steam and electrical communication throughout the world, the importance of geographical instruction has been greatly increased, and methods have improved accordingly; suitable apparatus is now more frequently seen, and pictures, diagrams, and photographs have been more freely used.

#### NATURE STUDY.

The children in the schools on the goldfields are heavily handicapped in comparison with the children in some of the coastal districts, by the fact that nature study is so difficult of accomplishment. They are perpetually surrounded in their daily life with an atmosphere of red dirt, accentuated from time to time by the pestilential "willy-willy," and the deadly monotony of their environment is incapable of inspiring them with the ideas which have been the formation of so much healthy work in the development of man. They have their mineral specimens, and they have the sun by day, and at night the "wondrous glory of the everlasting stars," but they are denied the beauty of green meadows, of growing trees, the running stream, the graceful landscape and the limpid brook, the singing bird, and the many forms of animal life, nor can they be inspired by the "heroics of the mountains and the majesty of the ocean surf."

To fill up this gap in the children's education the teachers must make an effort, as some of them have already done, to fill the schoolrooms with pictures of art, artistic decorations, curios, and if possible flowers. As Sir Joshua Reynolds has said, "A room full of pictures is a room full of fine thoughts," and when the pictures are well chosen, and the subjects are such which appeal to the better instincts of children in any way, the children themselves must be greatly benefited by them.

March, 1904.

R. HOPE ROBERTSON.

*Report of Mr. R. Gamble, Inspector of Schools, 1903.*

**EASTERN AND GREAT SOUTHERN DISTRICTS.**

The following table shows the number of children on the roll in the schools under my charge, the number present at the first inspection and at the annual inspection visits, and the average attendance for the year:—

Schools.	Roll at Visit of Inspection with- out notice.	No. present First Inspection Visit.	No. on Roll Annual Inspec- tion Visit.	No. present Annual Inspec- tion Visit.
<b>Beverley—</b>				
Beverley ... ..	98	76	98	78
Brookton ... ..	...	...	...	...
Mt. Kokeby ... ..	...	...	...	...
<b>Totals ... ..</b>	<b>98</b>	<b>76</b>	<b>98</b>	<b>78</b>
<b>Broome Hill—</b>				
Broome Hill ... ..	31	26	34	24
<b>Esperance—</b>				
Esperance ... ..	...	...	85	79
<b>Katanning—</b>				
Carrolup ... ..	18	17	19	18
Cartimeticup ... ..	30	24	31	30
Katanning ... ..	97	84	94	87
Marracoonda ... ..	24	17	20	18
Mean Mahn ... ..	22	14	22	18
Moojebing ... ..	33	22	29	27
Woodanilling ... ..	11	9	10	8
<b>Totals ... ..</b>	<b>235</b>	<b>187</b>	<b>225</b>	<b>206</b>
<b>Kojonup—</b>				
Kojonup ... ..	17	9	19	14
<b>Mourambine—</b>				
Mourambine ... ..	36	31	40	32
Pingelly ... ..	65	50	47	26
Wandering ... ..	18	16	23	22
<b>Totals ... ..</b>	<b>119</b>	<b>97</b>	<b>110</b>	<b>80</b>
<b>Narrogin—</b>				
Cuballing ... ..	35	27	31	25
Narrogin ... ..	84	72	84	66
<b>Totals ... ..</b>	<b>119</b>	<b>99</b>	<b>115</b>	<b>91</b>
<b>Northam—</b>				
Baker's Hill ... ..	30	20	14	9
Clackline ... ..	41	31	44	39
Grass Valley ... ..	35	28	42	20
Jennapulin ... ..	32	13	31	23
Jurokine ... ..	14	10	15	14
Malabaine ... ..	41	33	35	32
Mombekine ... ..	31	27	32	27
Northam ... ..	322	225	343	252
Seabrook ... ..	...	...	...	...
Silver Hills ... ..	...	...	12	9
Wongamine ... ..	20	15	18	16
Wooroloo ... ..	26	19	...	...
<b>Totals ... ..</b>	<b>592</b>	<b>421</b>	<b>586</b>	<b>441</b>
<b>Plantagenet—</b>				
Albany ... ..	440	372	415	341
Albany Infants' ... ..	180	143	176	157
Cranbrook ... ..	39	23	33	26
Denmark Mill ... ..	140	109	131	113
Frankland River ... ..	...	...	17	12
King River ... ..	17	15	17	12
Kybalup ... ..	...	...	15	15
Mount Barker ... ..	41	37	50	40
Scotsdale ... ..	...	...	...	...
<b>Totals ... ..</b>	<b>857</b>	<b>699</b>	<b>854</b>	<b>716</b>

NUMBER OF CHILDREN ON ROLL, ETC.—*continued.*

Schools.	Roll at Visit of Inspection with- out notice.	No. present First Inspection Visit.	No. on Roll Annual Inspec- tion Visit.	No. present Annual Inspec- tion Visit.
Ravensthorpe— Ravensthorpe ... ..	...	...	53	34
Toodyay— Bejoording ... ..	25	23	25	18
Coondle ... ..	20	19	22	20
Jumpending ... ..	...	...	15	14
Newcastle ... ..	114	99	109	103
Toodyay ... ..	17	15	14	13
Totals ... ..	176	156	185	168
Wagin— Badjanning ... ..	22	16	23	13
Wagin ... ..	120	109	104	80
Wedgicarrup ... ..	25	14	22	15
Totals ... ..	167	139	149	108
Williams— Quindanning ... ..	18	12	14	8
Williams ... ..	24	16	24	18
Totals ... ..	42	28	38	26
York— Balladong ... ..	16	13	12	11
Bally Bally ... ..	21	17	20	19
Greenhills ... ..	25	21	23	22
Quellington ... ..	23	19	23	17
Tipperary ... ..	25	23	28	21
York ... ..	180	135	173	139
York Infants' ... ..	99	59	105	70
Totals ... ..	389	287	384	299

*Summary.*

District Board.	Inspection without notice.		Annual Inspection.	
	Roll.	No. Present.	Roll.	No. Present.
Beverley ... ..	98	76	98	78
Broome Hill ... ..	31	26	34	24
Esperance ... ..	—	—	85	79
Katanning ... ..	235	187	225	206
Kojonup ... ..	17	9	19	14
Mourambine ... ..	119	97	110	80
Narragin ... ..	119	99	115	91
Northam ... ..	592	421	586	441
Plantagenet ... ..	557	699	554	716
Ravensthorpe ... ..	—	—	53	34
Toodyay ... ..	176	156	185	168
Wagin ... ..	167	139	149	108
Williams ... ..	42	28	38	26
York ... ..	389	287	384	299
Totals ... ..	2,842	2,224	2,935	2,364

The number of children on roll at the date of the annual inspection was 2,935; the number present on the day of the annual inspection was 2,364.

From the above it will be seen that 78·2 per cent. of those on the roll were present at the visit of inspection without notice, whilst at the annual or fixed inspection 80·5 per cent. of the enrolment were present.

The average attendance was 77·8 per cent. on enrolment.

The following table shows each quarterly enrolment, average weekly enrolment, and average attendance for each district; also the yearly average, the numbers present at the annual inspection, and the number of schools in operation during the year. The figures for 1902 are inserted for comparison :—

District.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of Annual Inspection.	No. of Schools in operation during year.
	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Average weekly enrolment.	Average attendance.		
Beverley ...	96	101	75	97	100	78	136	133	106	143	146	103	143	113	78	3
Broome Hill	31	31	21	34	22	24	36	36	24	42	41	29	35	25	24	1
Esperance	98	100	85	89	92	80	83	86	73	91	87	77	91	79	79	1
Katanning	233	236	174	229	239	187	235	232	183	240	240	194	236	185	206	7
Kojonup ...	18	20	11	19	19	12	25	22	15	27	27	17	23	14	14	1
Mourabine	113	116	76	119	120	85	102	115	75	112	109	86	115	81	80	3
Narrogin ...	116	108	84	117	117	94	116	114	94	123	118	97	115	93	91	2
Northam ...	549	551	378	589	566	432	622	625	404	600	613	481	611	465	441	12
Plantagenet	904	900	718	844	857	663	817	832	659	765	781	617	856	671	716	9
Ravensthorpe	46	45	37	54	49	39	53	56	39	49	52	37	51	38	34	1
Toodyay ...	194	194	152	186	190	163	183	186	161	181	184	156	188	159	168	5
Wagin ...	157	160	121	160	162	134	163	154	114	148	151	122	155	123	108	3
Williams ...	43	43	32	43	42	31	45	48	32	40	39	32	48	31	26	2
York ...	380	386	289	387	379	268	396	388	300	379	387	324	386	296	299	7
Totals, 1903 ...	2,978	2,981	2,253	2,969	2,944	2,280	3,092	3,022	2,369	2,940	2,975	2,872	3,047	2,372	2,364	57
Totals, 1902 ...	2,838	2,870	2,239	2,837	2,830	2,233	2,938	2,902	2,269	2,938	2,950	2,267	2,900	2,265	2,285	55

## RESULT OF ANNUAL INSPECTION.

<i>Excellent.</i>					
Albany Infants'	...	...	...	...	Plantagenet District
<i>Good.</i>					
Cartimeticup	...	...	...	...	Katanning District
Coondle	...	...	...	...	Toodyay "
Cranbrook	...	...	...	...	Plantagenet "
Mombekine	...	...	...	...	Northam "
Silver Hills	...	...	...	...	" "
Tipperary	...	...	...	...	York "
Toodyay	...	...	...	...	Toodyay "
Wagin	...	...	...	...	Wagin "
York Infants'	...	...	...	...	York "

Twenty-six were classified as fair, fifteen as weak, and one very weak.

## BUILDINGS, ETC.

## New Schools:—

Brookton (September 7th)

Mount Kokeby (October 14th).

## Schools re-opened:—

Wooroloo (August 3rd)

Seabrook, formerly called Parkerville (August).

## Schools closed:—

Scotsdale

Irishtown was not re-opened in 1903.

Generally suitable and in a satisfactory state of repair. In the larger and more recently erected schools dual desks are superseding the older style of furniture. There has been little advance made by the teachers in the way of decorating, but the pictures supplied to some of the schools by the Department are artistic and educative.

Mombekine again takes first place as the neatest and best kept school and grounds in my district.

The residences at Mt. Barker, Cranbrook, and Pingelly have been added to, and are now far more comfortable and suitable than formerly.

## CATHOLIC AND PRIVATE SCHOOLS.

Seven Roman Catholic schools and five private schools were visited during the year, and declared efficient.

## READING.

It is pleasing to notice that the Phonic System is growing more in favour. It is more perfectly understood, and therefore more popular. Many teachers are afraid to commence the system, but, when they have overcome the initial difficulties, they are very unwilling to teach reading in any other way than this, especially when it is combined with the "Look-and-Say" Method.

Reading is certainly improving in accuracy and a more perfect sounding of the final consonants. The vowels are not always purely sounded, and in a few instances provincialisms in pronunciation still exist.

The reading generally is becoming more intelligent, and in many of the schools children are being trained to enunciate distinctly, and to fully understand the passage or piece read.

I am still anxious to see a library, no matter how small the beginning may be, in every school. In some schools the libraries are very commendable, and the books purchased are most suitable. Nelson & Sons and other publishers generally publish a yearly list of library and prize books, which teachers should carefully peruse.

In schools where annual concerts are given I would suggest that a certain portion of the receipts be expended in books to augment the library collection.

A little book lately published by C. R. Long, Esq., M.A., Melbourne, entitled "The Aim and Method of the Reading Lesson," contains much that is interesting and instructive.

## WRITING.

Now that an uniform style has been adopted, the writing is much more systematically taught.

The copy-book writing shows a general improvement in style at least, and in many schools in efficiency also. As previously stated, the copy-book writing lesson in some schools is simply one in which the books are given out, the children started to work, and seldom visited during the lesson. In such schools the copy-book writing is much below the standard required. Where this lesson is properly taken the books are most satisfactory in every particular.

The transcription and dictation books have been much better supervised and more regularly dated, and the writing on the whole has improved. Children should be encouraged to find out and systematically correct any errors they may make in spelling in a dictation exercise, by carefully comparing their exercise, word for word, with the printed passage dictated.

The blackboard especially should be freely used in class teaching, not only for setting copies, but for exemplifying and correcting mistakes. It cannot be too strongly emphasised that the greatest care about even minute points is necessary in order to obtain good writing.

### SPELLING.

This varies in excellence in the schools. It is invariably best where the reading is intelligent and good, and where correct word building is a special feature in the teaching. The following extract from the report of Inspector Maughan, in South Australia, is of interest:—"A successful experiment in classifying words has been made by Mr. Ottaway, of Booleroo Whim school. Each child in the fourth class has an exercise book ruled into columns. At the head of each column a distinguishing peculiarity is written. In the first place, a few easily-recalled words are written in by the child. For instance, the 'ght' column will have 'might,' 'bright,' etc. At the close of a reading or spelling lesson a few minutes may be spent in selecting and writing in their proper places all the words that present any difficulty. Every reference to a column strengthens the visual memory of the words contained, and a fairly extended spelling list is gradually formed on a definite plan, and formed in the best way by and for the scholar himself."

### ARITHMETIC.

The manuals are being better studied and more systematically used by the majority of the teachers, but the little books of exercises for the pupils' use are not universally enough used. As these little books save the teachers a great amount of labour in blackboard work, I am surprised that they are not in daily use.

At the inspection visits without notice I have found fewer teachers using, in the early part of the school year, the specimen final examination cards sent out by the Department.

Some teachers still do too much of the actual mechanical working of the problems on the board towards the end of a lesson. If the error is one of a want of accuracy in the working only, the child should be expected to find out that error unaided. If the reasoning is incorrect, then if possible lead the child to find out the false step, leaving actual telling as a last resort.

I have found teachers laboriously working sums on the board just before the close of the lesson, while the children have been sitting still, taking, as a rule, very little part in the actual working. The sums have then been corrected, and in instances many of the pupils have had the sums correct, and therefore have not profited by the teacher's work, but have really been wasting time. If the answers were prepared beforehand and the sums marked as correct or incorrect by the teacher, those correct could have worked other sums, and those incorrect have received the tuition required.

Diagrams for the concrete teaching of fractions and mensuration are seldom used. Card-board or paper models are specially required when the areas of triangles, four-sided figures with two sides parallel, etc., are being taught. The model of a dam is to be found now in most schools, but, like the notation box, is not regularly used. Notation is generally well understood by the aid of this box, but the process of subtraction is, as a rule, indifferently taught by the aid of this box. Easy simple division and multiplication, subtraction and division of simple money sums are scarcely ever taught by the aid of this box. Nevertheless there is an improvement in this subject, which I hope will continue.

### DRAWING.

Free-arm is now better understood, and is generally taught on more satisfactory lines. Enough practice, however, is still not given by some to the teaching of the simple elements, and where this negligence exists the want of freedom and accuracy is very evident.

Too much actual drawing from copies is still practised by some, and too little training to try to develop the children's powers of construction in design.

Object drawing is, I think, the most misunderstood part of the syllabus. Such objects as a fish, or a boat, are taught in outlying bush schools, where these have never been seen by the children, while such common objects as cups, saucers, etc., have never been taken for this work.

Brushwork continues to be the most pleasant part of the drawing. The brushes supplied are at times unsuitable.

The new graded course for instrumental drawing has been of much assistance, and should simplify the work for many of the country teachers. A better compass is required, as accuracy and neatness are two great essentials in this work. In most schools the work is done in suitable books, the problems are neatly written out, and a satisfactory attempt is made to do the work correctly.

### GEOGRAPHY.

Although the curriculum states that "Out-door lessons will be of great value," it is the exception rather than the rule to find teachers taking the children, especially in the lower standards, outside, teaching them to take an interest in their surroundings and leading them to learn from their own actual observations at least some of the simple geographical terms.

Of course all places do not lend themselves equally well to this teaching, but a tray of sand and a bucket of water will make up for a number of shortcomings in the school surroundings. The teaching of the room to scale in Standard I. is beginning to be better understood, and, consequently, better taught; but one still finds teachers teaching a room to scale with foot rules divided only into quarters and eighths, and taking a scale of three feet to the inch. With a wall measuring 13 or 19 feet long, accuracy of course is out of the question. A little consideration and thought, and the adaptation of a scale of a quarter of an inch to the foot would secure pleasure to the teacher and pupils, and perfect accuracy on the part of the children, if accuracy, as it should be, is insisted upon.



At the inspection visits, when the methods of teaching are specially noticed, it is too often found that a geography lesson above Standard III. consists almost solely of map drawing, or the writing out of lists of capes, rivers, etc., from an atlas. In isolated cases I have known the children to be set to work writing out these names from memory, with the result that the spelling was anything but accurate.

Good pictures, carefully compiled blackboard or chromographed notes, and other aids assisting in the intelligent teaching of this subject are not universal enough yet.

I am still hoping to see a good up-to-date text-book recommended for the teacher's use and a series of good geographical readers introduced, at least in the upper standards.

The best series of geographical readers I have seen of late are "The World and People," T. Nelson and Sons, and "Pictorial Geographical Readers," Longmans, Green, and Co.

#### HISTORY.

In very few of the schools is this subject above fair. The prescribed books are merely read and not actually studied. It is to be hoped that the new syllabus in the revised regulations will cause more actual preparation on the part of the teachers generally. As it has to be taught orally, this result should be obtained.

#### INFANT SCHOOLS.

The "Excellent" classification was again gained by the Albany, and the "Good" by the York schools.

#### REGISTRATION, ORGANISATION, ETC.

In the majority of schools these are satisfactory, as also are discipline, order, and moral tone. It is pleasing to again record that the majority of the teachers have been assiduous in the discharge of their duties and that some have been patient and industrious under trying circumstances.

29th February, 1904.

ROBERT GAMBLE.

*Report of Mr. Wallace Chubb, B.A., Inspector of Schools, 1903.*

THE NORTHERN DISTRICTS AND THE BLACKWOOD.

I have the honour to present my report on the schools under my supervision during 1903. These are 64 in number. The subjoined table shows the localities in which these schools are established, and the average enrolment and attendance during the past year :—

Districts.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of Annual Inspection.	No. of Schools in operation during the year.
	Roll.	Average enrolment.	Average attendance.	Roll.	Average enrolment.	Average attendance.	Roll.	Average enrolment.	Average attendance.	Roll.	Average enrolment.	Average attendance.	Average enrolment.	Average attendance.		
Blackwood	394	383	318	439	441	376	466	466	383	446	450	378	455	383	331	15
Gascoyne...	53	52	41	55	54	39	57	55	38	53	54	39	54	39	...	1
Geraldton	446	446	395	430	441	388	438	434	388	437	441	396	439	390	374	3
Gingin	151	149	130	143	145	132	134	136	120	130	133	114	141	124	130	7
Greenough	118	112	82	115	117	87	123	125	86	126	127	95	130	93	92	5
Irwin	166	167	136	168	170	143	145	153	121	146	143	114	164	134	123	5
Melbourne	113	114	84	131	129	108	145	144	127	151	147	129	147	123	136	7
Murchison	390	395	298	430	414	349	442	428	365	444	450	374	425	352	353	8
Northampton	72	73	62	69	70	58	69	68	57	72	72	64	70	57	47	4
Roebourne	25	24	19	35	31	25	32	35	27	24	27	16	30	22	28	1
Sharks Bay	23	22	20	22	22	21	22	24	21	21	21	20	22	21	...	1
Swan	556	556	407	580	582	467	606	598	468	602	627	478	677	522	431	6
Broome	23	23	8	24	21	11	26	25	14	26	25	15	24	12	12	1
Totals	2,532	2,516	2,000	2,641	2,687	2,204	2,710	2,691	2,215	2,678	2,717	2,232	2,778	2,271	2,057	64

These numbers show an increase on last year's figures in enrolment of 268 and in attendance of 226. The percentage of attendance to enrolment shows a very slight improvement also. For the fourth quarter of 1902 it was 81·0; the corresponding quarter of 1903 gives 81·7.

During the year two schools, Dwalginup and Upper Irwin, were closed through insufficient numbers; five schools—viz., Dingup, Denningup, South Greenough, Gingin Brook, and Gullewa—were re-opened; and six new schools were established, viz., Midland Junction Infants', Bellevue, Indarrie, Walebing, Nannup, and Glenlynn.

#### INSPECTION.

Of the schools due for examination, all with but two exceptions (Sharks Bay and Carnarvon) received visits and were examined. The exceptions in the cases of Sharks Bay and Carnarvon were due to the disablement of the steamers "Sultan" and "Bullara." Owing to these disasters, I was detained for a month in Broome, and had to hurry back to Perth at the earliest opportunity to examine a large number of schools that were due. In addition to this formal visit, I was able to pay a second "surprise" visit to the majority of the schools. Unfortunately, the schools in my district are scattered over an area so immense that a second visit, though eminently desirable, is impossible in all cases. Some idea of the scattered condition of these schools may be formed from the fact that I had over 10,000 miles of travelling to do. As I was not placed in charge of my district till April, and as the metropolitan schools have to be examined in November, practically only seven months were at my disposal in which to get over the very large extent of country to visit all the schools.

One can only express the earnest hope that some day it will be made possible to visit the schools several times during each year. The importance of inspection visits can hardly be over-estimated, if the system which we are building up is to be effectively carried out. Many of our out-back teachers, isolated and cut off from contact with their fellow teachers and educational centres, as the majority are, are anxious to keep in touch with educational progress, and would be glad to receive more frequent visits from their inspector, for the sake of some assistance and direction in the management of their schools, and for suggestions in matters pertaining to the improvement of their methods and organisation.

The marked educational advance of the State during the last few years renders more frequent inspection necessary if the system is to receive adequate interpretation, and if the necessary inspiration for further forward movement is to be given to our teachers. We cannot afford to stand still while the march of education in other countries is so steadily progressing onward.

#### BUILDINGS.

The department has in all cases provided excellent accommodation for the children. With very few exceptions the buildings are designed and equipped most satisfactorily. Ventilation and lighting have been very carefully attended to. It is pleasing to note the effort that many of our teachers make to render their schools attractive. In many of the little bush schools one cannot help being struck by the care and attention which our earnest teachers have devoted towards beautifying the schools internally and externally. The result of this care and attention is seen in the really excellent tone that characterises some of our schools. The gardening operations in the undermentioned schools deserve special mention:—

Moonyoonooka (Mr. Williams)  
Mogumber (Mr. Wood)  
Bindoon (Mr. Brown)

Strawberry (Mr. Quinn)  
Gingin (Mr. Hall)  
Mullalyup (Miss McKean).

Teachers' quarters have, wherever possible and necessary, been provided. Mostly these are in good repair, but often the rooms are very small, and such requisites as a bathroom and washhouse are sometimes, even in the hottest districts, not provided.

#### DISCIPLINE.

With few exceptions, the discipline and tone existing in our schools are commendable. Most of our teachers realise that the achievement of mere results does not constitute a teacher's work, but that the formation and training and development of character is the great work of every true teacher. The paramount importance of this view of a teacher's work being kept prominently to the fore is well brought out by a recent writer, who says of the Australian schoolboy:—"Possibly it is quite correct to say that mentally he is more precocious, smarter, cleverer, more apt than the average boy of the old-world countries. But does the Australian as we see him growing up to-day possess the tenacity of purpose and self-reliance of the average British boy, particularly the average Scottish boy, the splendid thoroughness of the German boy, or the enterprise and ambition to do great things which is characteristic of the American boy? Yet these are precisely some of those very moral qualities in the individual which go to make up the totality of national character, and to determine far more than any purely intellectual accomplishments alone a people's place and influence in the world."

As a general rule, the discipline in our schools is not repressive in character. No serious, and only two trivial complaints have been made during the year. With the gradual improvement in the *personnel* of the staff one may anticipate not only continued advance in the present character of the discipline enforced, but also that the higher disciplinary training that leads to the scientific development of the child-will and individuality will become more in evidence.

#### INSTRUCTION.

The methods of instruction employed in this district are very varied. As a large number of the schools are, on account of their small size, placed under the charge of unclassified and untrained teachers, one cannot expect too much as yet. Good sound instruction in the three "Rs" and in English, Drawing, and Geography is, however, fairly general, though, as might be expected, untrained teachers are content to load the memory rather than cultivate faculty—to regard the informative side to the neglect of the formative. There is a tendency among the untrained teachers to forget that knowledge is not "the be-all and the end-all" of our educational system. A collection of ill-digested facts is still confused by some with education. Herbart's dictum, "To create and develop *interest* is the task of instruction," should be

borne more in mind by all our country teachers. The Department has provided an excellent reference library, and one must express regret that its contents are not more used. Were the many facilities thus offered for improving their methods more generally embraced by our teachers, much of the crudeness that one finds in existing methods would disappear.

Of the various subjects, I beg to report as follows :—

#### READING.

Satisfactory work, the outcome of improved methods, is the rule. The old mechanical methods are fast disappearing. There are too many schools in this district without any school library, and in the majority of cases the fault is the teacher's, as parents are generally very willing to help in these matters. Where school libraries do exist, the intelligence shown in the reading is much more marked than in schools without these very useful adjuncts.

#### WRITING.

The change from the semi-upright to the upright writing has, as yet, not shown good results. As a general rule, the quality of the writing has degenerated. It is, however, too early to condemn the upright system. The children have had to unlearn a good deal; the teachers, in the great majority of cases, do not write the upright style, and hence we are suffering the natural effects of a transition from one style to another. If the upright system is to be a success, the teachers must themselves employ it. So long as the teacher continues to write on his blackboard and in the children's books in the semi-upright style, so long must the hoped-for excellence in the work of the children be delayed.

#### ARITHMETIC.

This subject has not proved as successful as one could wish. To teach the work laid down in our curriculum much concrete work is necessary for the explanation of principles. Unfortunately, in many of our smaller schools, we get teachers from the other States who are unfamiliar with our methods, and attempt to teach by "rule of thumb." Others again fail through attempting to teach problems before the children have mastered the necessary mechanical operations. Insufficient work is still done in mental arithmetic, and contracted methods are not yet in general use in the upper classes. Teachers will have to pay more attention to securing accuracy. Approximate answers are too often accepted. The teaching of tables and measures is still too mechanical, and more concrete teaching in these is urgently required. The application of concrete tests that come daily within the child's experience would make the various weights and measures more intelligible.

The work generally would be more accurate if the children were continuously trained to practise rapid mental tests of accuracy, such as casting out nines, elevens, etc.

I would also suggest that more attention should be paid to the subject of Algebra. At present it is taught as a separate subject from arithmetic, though as the principles in both subjects are fundamentally the same, instruction in both subjects could easily be made collateral. I think the subject could easily be introduced with our Standard V. work, and thereafter carefully graded. Now that rational treatment has been introduced into Geometry, it would be well to give the children as early as possible a conception of the scope and mutual relationship of these three branches of mathematics instead of dissociating them as though they were quite dissimilar branches of study. A great deal of natural co-ordination should certainly take place in our treatment of Arithmetic, Geometry, and Algebra. The assistance of algebraic methods in affording easy and rapid solution of many problems in Arithmetic is well known, yet the great majority of our children leave school without any acquaintance with Algebra.

#### DRAWING.

For obvious reasons, the work in this subject is uneven. In some schools, where the teacher is himself artistic, the work often reaches a very high level; in others, where the teacher's artistic faculties are comparatively small, the work shows corresponding limitations. The chief defect lies in the adoption of mere copy-work in some of the schools. The following sentences from the Belgian programme are *apropos* :—

"The system of *copying* substitutes for the material thing merely its graphical representation, and the task of the pupil is to *imitate an imitation*. In supressing direct observation and the analysis of the outlines of the object, *one supresses the intelligent part of the work, from which, above everything, drawing derives its educative and practical value.*"

The use of the conventional in drawing is also somewhat misunderstood. There are still a few schools in which object drawing resolves itself into mere copying of conventional representations of such objects. The conventional should, and in many of our schools does, follow from drawing of the actual object. Thus one sometimes finds Nature Study drawings of flowers, insects, etc., afterwards conventionalised to produce patterns and decorative forms of no little beauty.

I should like to see this subject co-ordinated more extensively than at present. One of its chief uses lies in its ready application for illustrative purposes to natural science, object lessons, arithmetic, geography, etc. The more this point is grasped by our teachers the less fault will the inspector have to find on account of the lack of variety in the exercises given by teachers.

## BRUSHWORK.

This part of the subject is most encouraging. I have found really excellent work in some small bush schools. The æsthetic value of the subject to children living, as many do, in the most uninspiring environment can hardly be overestimated. Mere blobbing is dying out fast in the upper classes, and Nature Study work is often found taking its place. A word of warning is still necessary. One finds too frequently the subject being taught without any definite scheme of development being apparent, and the books present a collection of badly graded and disconnected exercises of no real educational value.

## KINDERGARTEN.

Thorough kindergarten training can hardly be expected in schools where the teacher has four or five standard classes (in addition to the infants') to teach. The most that can be done is to adopt as many kindergarten principles as practicable, and to carefully select appropriate exercises. This is in some schools done, though in a number indiscriminate exercises, without any reference to underlying principles, and therefore more or less purposeless in an educative sense, are styled "Kindergarten." Some of our teachers have used the reference books to good purpose, and their teaching of the subject is of distinct educational value. I should like to see more use of those Froebelian gifts which lend themselves to geometrical teaching, so that by judicious use of the cube, cylinder, etc., and of paper-folding, stick-laying, etc., a good foundation can be laid for the geometry of the standard classes. This can be done without in any way sacrificing "interest."

More encouragement should be given to the development of the children's originality. In a few of the small schools this is done, and original patterns, forms, etc., often very skilfully put together, result.

## GEOGRAPHY.

Considerable advance is being made in this subject. The number of schools in which geography is interpreted to mean lists of names of places is steadily decreasing. On the other hand one finds the importance of proper teaching aids—pictures illustrating various phases of natural life, important physical features, etc., models, sand trays, school museums, school excursions, etc., etc.—more generally, though still insufficiently, recognised. The chief defect still to be noticed is that the subject is not sufficiently correlated to kindred subjects, and that the *scientific* side of it, dealing with mathematical, topographical, and physical geography, gets more attention than the *humanistic* side, dealing with historical, political, commercial and industrial, and ethnographical considerations.

Map-drawing is, as a rule, taught well. The schools in which map-drawing is construed to mean the insertion in an outline of an indiscriminate mass of names are now very few indeed.

## OBJECT LESSONS.

Much still remains to be done in this subject. Considerable improvement in the matter of selecting suitable subjects has been made, but too often one finds an absence of desirable *courses of lessons* that would enable the children to link new information on to what they already possess. As a rule the Object Lessons are *object* lessons, though one occasionally finds purely book information being given. This practice is, however, fast disappearing. In some places teachers in isolated schools complain of their inability to procure suitable specimens for illustration. A mutual interchange of the products of their particular districts by these isolated teachers should in time remove this disability.

The "Instructions" state that "in the higher standards they should become lessons in elementary science, *but still retain the experimental character.*" There is some danger of the latter clause being overlooked. Science taken from a purely literary point of view is of little actual value. There should be no difficulty in arranging suitable schemes, *e.g.*, Elementary Chemistry can be taught in metropolitan schools at very little cost. On the Goldfields a course in Geology could be taken; in the country, Botany; while Elementary Physiology can be studied in the whole of these centres.

The importance of this experimental science teaching can hardly be overestimated and it is to be hoped that all our teachers will qualify themselves to teach at least one science practically.

## MORAL LESSONS AND SCRIPTURE.

The revised syllabus in these subjects has just come into operation and the best results are to be hoped for from it. As far as my observations go I have found that the Scripture teaching is given by our teachers reverently and with a full appreciation of its great importance in moulding character. That this instruction is appreciated by the parents may be seen from the fact that the number of parents objecting to such teaching is exceedingly small. The moral value of the training given is specially apparent in some of the very isolated districts, where, but for the teacher, the children would grow up with those elements of education that deal with ethical culture to a large extent neglected.

The moral lessons are producing, when given by an earnest teacher, excellent results in the deportment and conduct of the children. One would like to see more systematised and graded courses in evidence. The weakness apparent in most schools is in the too frequent repetition of the same subjects, *e.g.*, courage, honesty, truthfulness, etc., as the basis of lessons. Repetition, provided that fresh illustrations of points are adduced to secure interest, is desirable, but the teachers too often err in treating these subjects with the final examination in view. A record of the lessons given has now to be kept for the Inspector's information. This will probably operate favourably. In the upper classes one

would like to see a definite scheme of ethical instruction made general. The New South Wales Commissioners recommend that such a scheme ought to embrace the relation of the child to—

- (a.) Himself (personal ethics),
- (b.) His fellows (social ethics),
- (c.) His country (national ethics),
- (d.) The world (philanthropy),

and he should be taught to recognise something of the reality of such relationships through the cultivation of—

- (1.) Personal ideas and character ;
- (2.) The social virtues ;
- (3.) Patriotism, loyal response to the just claims of his country and the wish to see its institutions perfected ;
- (4.) The love of mankind, without regard to racial or religious difference.

Connected series or courses of lessons on the above, given by a teacher inspired with the nobility of his vocation, would do much to help that character-building which is the teacher's great work.

#### ENGLISH.

In country schools the chief end to be kept in view in teaching English is to give the children facility in expressing themselves clearly, fluently, and grammatically. The teachers have no easy task, as in some localities a peculiar, monotonous, unexpressive tonality prevails, in others the vernacular is almost a *patois*. All these local peculiarities the teacher has to combat. Conversation lessons and oral composition should therefore be given most regularly, and after very careful thought. Yet it is these subjects precisely in which one finds the poorest work, and, what is still worse, one occasionally finds the teacher himself adopting the local style of expression. Mere grammatical rules continue to hold a predominant place in the teaching of English. Too many of our teachers still lose sight of the fact that, while it is in after life comparatively unimportant whether a child can define the "gerundial infinitive," it is immensely important that he should have command of his mother tongue and be able to express himself in properly modulated tones. One cannot help being struck by the poverty of vocabulary exhibited by a large percentage of our country children. If asked to describe an object the majority have but two or three verbs at their command; especially are "to be" and "to have" overworked. All this shows bad teaching, of course, and the subject will have to receive more attention in a rational way. One must also express regret that the masterpieces of English are very rarely brought under the notice of the children, and that the poetry selected is too often very third-rate in quality. More attention should be devoted to this matter if we desire children to leave school with a taste for good literature. The purely grammatical part of the subject is also unsatisfactorily taught. Memory and rules, not intelligence, are appealed to excessively, with the result that one frequently finds children using terms and expressions of which they have no adequate conception, and which are merely words as far as they are concerned.

The weakness generally noticeable in English is chiefly due to three causes—

- (a.) Want of training in the teachers ;
- (b.) Inadequate conception of what the curriculum really expects to be done ;
- (c.) Narrow reading on the part of many of our teachers.

#### MANUAL TRAINING, WOODWORK.

At present only one school in my district—Midland Junction—has adopted this very necessary subject. The other schools are too scattered for a convenient centre to be formed. Some of the teachers have, however, attended the summer courses of instruction and qualified themselves to take up the work. I hope to see the subject introduced at an early date at Geraldton and at Cue or Day Dawn. The educational as well as the practical value of the subject is now universally recognised.

In all the schools, however, some hand and eye training is given.

In the best schools in the district carefully graded exercises in clay and cardboard modelling are worked, with very satisfactory results. The chief defects noticeable are that clay modelling is sometimes attempted without any model upon which to work being before the children, and too frequently one finds the same course of lessons repeated far too often. The schools at Gingin, Geraldton, Lennonville, and Midland Junction presented the best work in this subject.

#### GENERAL.

##### *Time Tables and Grouping of Classes.*

As might be expected in a district containing a large percentage of untrained teachers, the time tables are often very faulty in their construction. Much attention has to be given to this work by the Inspector, as one occasionally finds time tables in operation which render effective work an impossibility. This is particularly the case in schools which are in charge of teachers who make little effort to improve their knowledge of organisation and method.

Grouping of classes is now insisted upon, with the result that not more than three sections, *plus infants*, exist in any school under one teacher. A further step in the right direction is being made by the Department in cutting down the number of standards from VII. to V. in these "one-man" schools. The result should be an increase in thoroughness in the work.

## CLASSIFICATION OF SCHOOLS.

At the Annual Inspection five schools were classified as "good" schools, viz., Bindoon, North (Mr. Brown), Cue (Mr. Armstrong), Geraldton (Mr. Harris), Kirupp (Mr. Milligan), Day Dawn (Mr. Lyngberg). Twenty-nine others were classified as "fair," 17 as "weak," one "very weak," one "bad." I put this another way—34 schools were up to required standard and 19 below. These 19 schools were, without exception, in charge of untrained teachers; and one can only hope that by more frequent inspection visits being made possible, the Inspector will be able to help these teachers to better methods and more effective organisation.

## TEACHERS.

We have, indeed, in some of our teachers a devotion to their duty which is worthy of all praise. The efforts of the Department to bring education within the reach of all have led to the establishment of schools in very isolated and remote places, and in consequence a teacher has often to endure considerable hardship. As these schools are often very small, the salaries attached are such as to bring forth only untrained, and in some cases moderately educated teachers. The efforts made by these to improve their own education are in some cases strenuous, and their appreciation of help from their inspector in the management of their schools makes one wish that one could visit such teachers much more often. I therefore strongly hope that summer courses of lectures in their professional work, combined with practical teaching given by competent men before them, will be arranged for such teachers. It will be to the interest of education to offer every inducement to these men and women to broaden their outlook, to learn something of the vital principles underlying their work, and to see these principles incorporated in the teaching given.

## ACKNOWLEDGMENT.

In conclusion, I would beg to thank the Right Rev. Dr. Riley, Bishop of Perth, for examining the school at Roebourne, which I was, by force of circumstances, precluded from personally visiting. I would also thank Mr. Inspector Gamble for a week's assistance in the Geraldton District.

## THE FUTURE.

This depends largely on the education and training of our young teachers. When these young people, properly educated and equipped professionally, are spread throughout the State, we can hope that our system will produce all that it should, viz., well educated, sturdy, upright, and honourable citizens.

22nd February, 1904.

(Sgd.) WALLACE CLUBB.

*Report of Mr. W. J. Rooney, B.A., Principal of the Training College, 1903.*

I have the honour to submit the following Report upon the work of the College during 1903.

The College year terminated on the last day of August. During the year which closed then there were attending the College course 37 students, classified as under:—

	Men.	Women.	Total.
3rd Year Students ... ..	...	6	6
2nd " " ... ..	5	12	17
1st " " ... ..	6	8	14
Totals ... ..	11	26	37

The third year students then passed from the College to schools, mainly within the metropolitan area. Of these students, Misses Clarke, Wright, Horton, and Gill were awarded the B2 Classification, the highest which can be obtained by a student when leaving the College. The others gained the C1 Classification.

Twenty new students entered the College in September. In October an additional student was admitted with the approval of the Hon. the Minister. This student pays full fees, residential and professional.

The numbers attending the College at present are:—

	Men.	Women.	Total.
3rd Year ... ..	5	12	17
2nd " ... ..	6	8	14
1st " ... ..	4	17	21
Totals ... ..	15	37	52

In the year 1902-1903 there were 37 students, of whom 22 were in residence. For 1903-1904 the number is 52, of whom 37 are in residence.

#### THE CURRICULUM.

But few changes have taken place in the curriculum. The Botany lectures to the students of the third year were regretfully discontinued with the departure of the late Principal. Trigonometry has been added to the work of the third year men. It is hoped that the teaching given in this subject will be of great value later, when they are preparing for the A examination. The men students, having increased in numbers, are now sufficient to form two classes in Science; the first and second years take Physics, and the third Chemistry. The lectures are given under the direction of Mr. Alex. Purdie, M.A., Director of Technical Education, and Mr. J. B. Allen, B. Sc., of the Technical School. Until recently the men alone received lectures in Science—now simple science is taken as a subject by the women students also. The scope of their work in science accords with the principles enunciated by Professor Armstrong in his "Teaching of Scientific Method."

The scheme of History teaching has been varied for several reasons, and, in a measure, to allow of a natural correlation with the teaching of Geography. In Drawing special attention has been paid to that power of expression which enables the teacher to graphically illustrate his lessons on the blackboard or on brown paper. During the early part of the year lectures on Agriculture were regularly delivered by one of the officers of the Agricultural Department. These lectures have now ceased.

#### THE MAKING OF THE TEACHER.

Education has a logical basis and a psychological basis. In addition to the lectures specially bearing on these, it is proposed to introduce at once the study of the history of education. Since all history may be said to be philosophy-teaching by examples, the introduction of this additional branch of professional education should stimulate the students and widen their outlook. Besides the ordinary criticism, lessons provision has been made for such additional criticism lessons as seem especially necessary for the third year students. One of these may give a lesson to his fellow students of the first year, at other times the whole of the third year may visit the practising school to hear and criticise a lesson specially prepared by a selected student.

Increased facilities for practice in the practising schools have been arranged for. The work in these schools is in part supervised by the Principal and the College staff. During a considerable portion of their practice, however, the students are directly under the supervision of Mr. Hughes, B.A., and Miss Kennedy, the heads of these schools, to whom the College is indebted for valuable assistance.

The third year students spend one week each term in observing methods, class management, and general school work in some of the Perth and Fremantle schools.



The time given to kindergarten has been extended and the work made more practical by the actual giving of lessons to classes of infants introduced from the practising school. I desire to acknowledge the valuable services rendered to the college by Miss Alder. Her knowledge of kindergarten and her enthusiasm have a most stimulating influence upon the students. With the establishment of a centre (domestic economy) at Claremont Miss Devitt has found it possible to devote additional time to College work. The second and third years attend a practical course in Cookery, and now find an added interest to their lectures in Domestic Economy.

The men students formerly took up Manual Training much in the same way as any other person attending such classes. Now they pass through an extended and more complete course, which has for its aim the *training* of students to become class teachers of this branch of formative education. The change has been welcomed by the students, whose manifest interest repays Mr. Hart, the organiser and instructor, for the enthusiasm and care displayed in his teaching. It is felt that the extension of manual training throughout the State will be rendered easier of accomplishment by this training received in the College.

#### THE NECESSITY FOR A PRACTISING SCHOOL CLOSELY ASSOCIATED WITH THE COLLEGE.

It is to be hoped that a proper practising school will be provided in the near future, for no Training College can be regarded as properly equipped that has not an adjunct school for practice; and of necessity, the practising school and the ordinary schools, which may be used for the purposes of observation, must be separate in purpose and in organisation. An adjunct school, specially set apart for practice, gives the principal and his staff an opportunity of testing how far the student teachers really grasp the details of their studies. To send student teachers to an ordinary school for practice is not entirely satisfactory, and cannot be a truly efficient means to secure the desired end. The practising school, pure and simple, is the more educative. It is apparent, too, that practising schools in which the College staff have little more standing than that of courteously treated visitors can only be practising schools in name, but not in actuality. It is quite evident also that the interests of the ordinary school and those of the students cannot always be coincident.

I would wish it understood that I am here discussing principles, and principles alone.

#### FUTURE STUDENTS.

With the beginning of next year the College course will be reduced from three to two years. At the same time the minimum age of entrance ( $15\frac{1}{2}$  years) will be raised to 17 years, while the maximum limit will be entirely removed. These changes have been made possible by the establishment of monitors' classes, where future students now receive instruction which will render unnecessary most of the actual teaching of subjects in their elementary forms, which has hitherto formed so much of the work of the first year. In the ordinary course of events, these classes, by preparing the way, should prove a valuable auxiliary to the Training College.

#### THE STAFF.

The resident staff consists of the principal and two assistants—Mr. G. Wardrop, B.A., and Miss A. Sutton, B.A. In addition to the visiting lecturers already mentioned—Misses Alder and Devitt and Mr. Hart—Mr. Lee, B.A., attends to take Latin, Physiography, and Science (women only); and Mr. G. W. Bailey to take Singing.

I desire, before closing my report, to express my appreciation of the services rendered by Miss Sutton and Mr. Wardrop in their positions as resident tutors; both have given the College their best endeavours and their loyalty. Mrs. Phillips, who has charge of the household arrangements, continues to display tact and kindness in her management, and helps much to make the College, with its increased numbers, a happy and contented home.

W. J. ROONEY,  
Principal.

Claremont, 21st March, 1904.

## *Report on Physical Work and Cadets, 1903.*

I beg to submit my Report on the physical work of the Department for the year 1903.

My work naturally divided itself into two branches—

- (a.) The general supervision of the physical work of the schools.
- (b.) The organisation of a cadet system.

As the former of these is the more important and by far the more difficult, I purpose dealing with it first.

I found, on assuming my present position, that the curriculum of physical work was somewhat out of date, and was being carried out in a haphazard and irregular manner. The explanation of this latter was easy to find. We had recruited our teaching staff from all sources; and as no general interpretation had been given to the work set, each school interpreted the work in its own way. The result, as I need not point out, was confusion. This confusion was added to and made worse by the fact that of necessity the teaching staff was moving rapidly from school to school; and as it found a new interpretation in almost every school, the result was anything but desirable. Besides, it cannot be expected that a department recruited as ours has been would be able to carry out this work at once in a uniform and systematic manner.

My first duty, then, was to bring the curriculum up to date, and my second to organise and instruct the teaching staff to carry it out.

Fortunately, at this time the Department contemplated a number of changes in the curriculum generally, consequently the required alterations in the drill portion came into operation at the same time.

Before I entered on my duties the Department had adopted Chesterton's "Physical Exercises" in place of the old manual previously in use. There are only two serious drawbacks to this book, namely, that the work is not of a sufficiently diversified character—being wholly dumbbell or free gymnastic exercises. The treatment of the squad drill also was somewhat defective in this book, being out of date. Consequently this part of the book had to be left out, as it is essential that the squad and company drill of the schools should be in line with modern requirements. In order to meet these two defects, and at the same time to provide a book that could be used for the cadet drill, I compiled, from the latest published infantry manual ("Infantry Training, 1902"), a small drill manual. I embodied in this work suitable physical exercises for our schools (other than dumbbell), and at the same time included the whole of the rifle exercise and other drill necessary for the cadet force. It was exceedingly fortunate that these radical changes were made in the infantry drill at this juncture, since we were thus enabled to bring the whole of the physical work of the schools up to date at the same time.

Having brought the curriculum up to date, it was now necessary to create machinery to carry it out. The problem was to give a uniform interpretation of the new work, and at the same time to instruct the teaching staff. Both of these objects were, in part, carried out by the Department forming central classes for the instruction of teachers in the various centres. The centres selected were Perth, Fremantle, and Kalgoorlie. The classes which I formed at these places were attended by 115 female teachers. The course of work covered was that prescribed by the new regulations for a "C" certificate. These classes, which were instructed in both the theory and practice, were followed by a practical and theoretical examination, at which 68 teachers obtained the required percentage, and were awarded drill certificates covering the course of lectures they had attended.

The multiplicity of work in this, the first year of the cadet branch, prevented similar classes being held for the male teachers. These, however, were given some instruction by means of a camp during the August vacation. This school of instruction was attended by 92 teachers, and much good work was done. Two things, however, militated against the work of this camp—the short period of training (only five days), and secondly the unfavourable weather. Karrakatta is not a suitable place for holding such a camp, as there is no large building which can be utilised in case of wet weather. I would, therefore, recommend that in future years some place be selected where a large building is available, so that every moment of the time at our disposal may be utilised to the best advantage.

By means of these classes, I was able to give over 200 members of the teaching staff some instruction in their work. The result has been that there has been a slight improvement in the work of the schools as a whole; but much yet remains to be done before this branch of the Department's work can be considered in a thoroughly healthy state of efficiency.

The main defect at the present time is the want of internal organisation in the schools. This shows itself in two ways—

- (a.) The arrangement of the time-tables.
- (b.) The classification of scholars.

Most of our schools give only two lessons a week in physical work, whilst some, I regret to say, give but one. This is so hopelessly opposed to all scientific thought on the subject that it seems incredible. The principle that underlies the giving of physical work seems to be frequently lost sight of. The idea is not the learning of a few exercises, but the physical development of the child. Now it is impossible to carry this out, as it should be carried out, in one or even two lessons per week. Three lessons should be the minimum, and *at least* 60 minutes should be devoted to the subject every week. The probable

cause of this defect in the physical time-table lies in the fact that the time tables as a whole are badly drawn, showing by far too few lessons per day. The ideal to be aimed at, as far as the physical work is concerned, is a lesson of 15 minutes every day.

The classification system of our schools is one-sided—the children being graded merely on their mental attainments—and I am afraid that the sum total of their mental attainments is not always considered—a few subjects dominating their promotion or otherwise. Until we can find a means of classifying on broader lines—a classification based on all-round ability, not mere mental capacity—the present lop-sided system must stand; but at least something should be done to approximate our scheme of classification to scientific requirements, for it is certainly most unscientific to mass children of all sizes and ages together for physical work. An easy method of remedying this evil would be to break the standards up into drill divisions for the physical exercises, so that children at the same stage of physical development may take their work together.

Another factor that has in the past (and I am afraid may continue to do so in the future) retarded true progress in this subject is what I may call, for want of a better term, the “examination bogie.” I am hopeful of in a measure doing away with this evil by basing my efficiency report on the sum total of my inspection visits. There can be no doubt that the examination has, in the past, tended to have a distinctly bad influence on the work in general, resulting in even the best teachers resorting to a system of cram. By abolishing an annual examination, and by increasing the number of inspection visits, I trust that the work will be systematically carried out and spread over the whole year.

The facilities for carrying out the work, although much better than they were a few years ago, are still far from perfect.

Most of the play grounds are now partially gravelled, but in the majority of the schools the space so treated is far too small to permit of the work being carried out to the best advantage. Many of our schools have large central halls, but I regret to say that these have frequently to be used as class-rooms, and consequently cannot be properly applied to the legitimate purpose for which they were provided. The result is that the physical work of senior girls has to be frequently taken in the play ground, when there can be no doubt that it should be carried out in the central halls. This means that many exercises have to be omitted from the work of these standards which, if the physical work could be taken in the hall, might be included to the advantage of the pupil.

Another want in most of our schools is some means of carrying out the work during extremely hot or wet weather. I think the difficulty could be met in part by building our weather sheds of such a size that they could be used to advantage for the purposes of drill and physical work. In their present condition some of these sheds are of very little use either as weather sheds or for any other purpose, being altogether too small; but if they were enlarged they would certainly be of greater use for the purpose for which they were designed, and might also be used, as I have pointed out above, in unfavourable weather for drill purposes.

During the year, I made 141 visits to the schools which came within my supervision, i.e., to schools of Class IV. and upwards. As there are 35 of such schools, this worked out at an average of four visits per school. This, representing, as it does, one visit a quarter, is, in my opinion, not enough to insure the proper supervision of the work. But I found it impossible to do more during the current year, as the work of general organisation took up so much time.

I place but little value on the results obtained at the annual examinations. The work being new to both the schools and teachers, it could not be expected that the result would be anything but moderate. In examining schools, I took whatever work was offered, asking for no specific part set out in the curriculum. This, I think, was the fairest method to adopt; but it tended to give a relatively higher mark than would otherwise be obtained.

The results obtained were as follows:—

Very good	...	...	...	...	...	...	...	2	Schools
Good	...	...	...	...	...	...	...	6	“
Very fair	...	...	...	...	...	...	...	8	“
Fair	...	...	...	...	...	...	...	13	“
Tolerable	...	...	...	...	...	...	...	2	“
Moderate	...	...	...	...	...	...	...	1	“
Indifferent	...	...	...	...	...	...	...	2	“
Failure	...	...	...	...	...	...	...	2	“

This gives an average result of *fair*.

An additional interest has been given to the physical work of the schools by two outside events, namely, the formation of an Amateur Athletic Association among the State schools of the Perth-Fremantle District and the presentation to this body by His Excellency the Governor of a challenge shield, to be held by the winners of the drill and physical exercises for boys at the annual competitions, and also a flag to be held by the winners in the competitions for girls.

This association devotes its energies to promoting all branches of athletics among the children of the schools, including swimming, cricket, and football, as well as holding an annual meeting at which competitions are held in all branches of physical exercises and athletics. The first of these annual meetings was held last March, but an added interest should be given to the competitions in 1904, as this will be the first occasion on which the very handsome trophies presented by the Governor will be competed for.

## CADET FORCE.

The cadet force was brought into existence by the regulations which came into force on 20th February.

The year's work was largely one of organisation. This work was rendered more difficult by the fact that everything had to be created, and almost everybody had to be instructed in their duties.

The teachers in those schools in which it was decided to form cadet corps rendered, as a whole, enthusiastic and unselfish help. They not only made an effort to make themselves acquainted with the necessary drill, but they also carried out in a painstaking and thorough manner the enrolment and organisation of the companies in their own schools; and undertook, at some considerable trouble to themselves, the clothing equipment of their corps.

The guiding principle in organising corps was whether the teaching staff was capable of carrying out the necessary duties and drill. Twenty-seven schools were selected, and these schools showed a total enrolment of 1,208 cadets on the 31st December. This is a very satisfactory number, when the total enrolment of the schools is taken into consideration, representing as it does no less than five per cent. The growth has been a steady one throughout the year, each quarter showing an increase on the preceding one:—

March	quarter	...	...	...	...	...	...	368
June	"	...	...	...	...	...	...	812
September	"	...	...	...	...	...	...	969
December	"	...	...	...	...	...	...	1,208

This shows that the interest has been maintained. I am inclined to think that the enrolment would have been greater had we been able to supply uniforms as fast as they were applied for; but, unfortunately, as these have to be obtained outside the State, it is difficult to keep up the supply. The equipment of the force is now fairly complete, as can be seen from the equipment return herewith.

The force has been armed with the Francotte rifles, and 1,000 of these rifles have been obtained.

But it will be necessary during the next financial year to provide at least another 500 rifles. We shall also require at least 500 more belts, etc. With this increased equipment we shall be able to meet the expansion that I am certain will take place in the force next year.

It was found impossible during the year to carry out a musketry course for cadets, as we were unable to obtain a supply of ammunition. This is of course a matter of extreme regret, as one of the first reasons for organising a cadet corps is that the boys might be trained in a thorough knowledge of the rifle and how to use it. However, I am hopeful that a supply will be obtained early next year, and that every member of the force will be put through a course in musketry practice.

In carrying out the instructions of the force much assistance has been given by the Commandant and district headquarters staff. Both in the metropolitan and the country districts, the members of the instructional staff of the military forces have, by the kind permission of Colonel Ricardo, given instruction in the schools. The success of the summer encampment was also due in a measure to the kindness of the commandant, who not only placed at our disposal the whole of the camp equipment necessary for carrying out such a school of instruction, but also gave us the services of six members of the instructional staff for a week.

This camp was attended by 30 cadet officers and 62 teachers. The cadet officers, as well as being instructed in the ordinary drill, were given a short course in musketry, to enable them to instruct the boys in this very necessary work when the cadets start their course in firing.

A review of metropolitan cadets was held in King's Park on October 17th by His Excellency the Governor. After the review the Governor expressed his pleasure at the general smartness and steadiness of the cadets on parade.

The city and suburban cadets, to the number of 461, attended the Birthday Review on the 9th November.

A very generous concession has been granted the cadet force by the Railway Commissioner for all parades during the year, viz., that cadets and their officers, whilst in uniform, shall travel free to and from parades. This concession has greatly facilitated the holding of massed parades.

The natural corollary of a junior cadet system is the establishment of senior cadets. The former are not complete without the latter. I trust that I shall be able to form the nucleus of such a corps from the cadets who are leaving school at the end of 1903. If such a force is once formed on right lines there should be no difficulty in gradually bringing it into a state of efficiency from every point of view. I purpose organising these senior cadets, so that the school interest of the boys will be maintained throughout their connection with the force. In other words, all the lads from the same school—who consequently have interests in common—will be placed in the same section, half company, or company, as the case demands. This organisation, which I am convinced is sound in principle, has not, as far as I am aware, been tried in practice; but I feel sure that, with the hearty co-operation of the company officers of the junior cadets, I shall be able to report at the end of a year that the system is working well.

During the year I inspected the following corps:—Albany, Boulder, Brown Hill, Coolgardie, Kalgoorlie, Lake View, Menzies, York, North Kalgoorlie, Beaconsfield, Claremont, Cottesloe, East Perth, Fremantle, Guildford, Highgate Hill, Leederville, West Leederville, Midland Junction, North Fremantle, Perth Boys', Plympton, West Perth, and White Gum Valley.

These corps were in a fair state of efficiency, but much yet remains to be done by company officers before the all important word "efficient"—in its fullest sense—can be written against the force.

Distribution.	Strength.								Equipment.				
	Captains.	Lieutenants.	Colour Sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Total.	Rifles.	Drill Rifles.	Belts.	Pouches.	Chevrons (Sets.)
Staff ... ..	1	...	...	...	...	...	...	1	...	...	...	...	...
School Cadets ... ..	...	46	12	84	54	1	1,011	1,208	1,000	1,100	1,000	1,000	54
Total ... ..	1	46	12	84	54	1	1,011	1,209	1,000	1,100	1,000	1,000	54

March, 1904.

HUGH HUNT, Capt.,  
Inspector of Cadets.

## Report on Needlework.

*To the Inspector General of Schools.*

SIR,

I have the honour to submit the following Report on the Needlework of the State Schools during the past year :—

One hundred and ninety-six schools were examined, an increase of 21 on the previous year. The work shows remarkable improvement both in neatness and method. A comparison of the returns for the past two years will show how great the advance has been.

1902.				1903.			
Schools examined	...	...	175	Schools examined	...	...	196
Marks gained:				Marks gained:			
Excellent	...	...	25	Excellent	...	...	46
Very good	...	...	26	Very good	...	...	44
Good	...	...	17	Good	...	...	19
Fair	...	...	25	Fair	...	...	25
Weak	...	...	41	Weak	...	...	33
Bad	...	...	41	Bad	...	...	29
Total	...	...	175	Total	...	...	196

The chief cause of this improvement is no doubt the efforts of the Department to secure adequate time for the subject; but better classification and more intelligent teaching have also helped. The specimens worked during examination were more carefully done; and method is nearly always correct.

The garments, as a rule, are beautifully sewed, but some still err on the side of over-elaboration. The time and eyesight expended on fancy stitches might be more profitably employed in practising "cutting out." The latter is necessary, and should really form the most important feature of the work of Standards VI. and VII. It would be well if the Department were to abolish the making of garments in these Standards, and substitute a programme of cutting out. It would be of much more practical value for the girls in after-life. A marked defect of the sewing, especially in Infants' Schools, is the smallness of the stitches. Excellence in sewing depends on uniformity of slope, correct form and distance; and very small stitches are a blemish, besides causing undue strain on the eyes. More attention has evidently been given to "cutting out," the paper patterns being, on the whole, well proportioned.

The teachers have worked hard to overcome the weakness of this subject; and the improvement has been most marked in the large schools. Formerly the highest averages were gained, as a rule, by small schools; this year the best place has been taken by the big schools, especially in the metropolitan area; while those marked bad or weak are mostly small schools, which, however, constitute nearly one-third of the number examined.

Greater improvement has been made during the past year than in any single year since I became Examiner of Needlework, showing how loyally the teachers have seconded the efforts of the Department to have sewing practically and thoroughly taught.

J. A. NISBET.

March, 1904.

## *Manual Training.*

### REPORT FOR YEAR 1903.

SIR,

I have the honour to submit the following Report on the work of Manual Training in the State Schools for the year 1903:—

There has been considerable development during the year, the following 10 new centres having been added:—Bunbury, Cookernup, Fremantle, Coolgardie, Midland Junction, Day Dawn, Leederville, Claremont, Mornington Mills, and Picton.

The instruction at Picton was suspended on June 26 owing to the teacher having been transferred to another school, and his successor not being qualified to give instruction in the subject. The present teacher has since attended a course of training and passed the examination, so that the instruction will be resumed early in the coming year.

The following table shows the centres and schools where Manual Training was taken during the year 1903:—

Centre.	Bench Accommodation.	Contributory Schools.	No. of Boys enrolled during year.
1. Armadale ... ..	8	Armadale ... ..	8
2. Boulder ... ..	20	Boulder, Lake View, South Boulder ... ..	207
3. Bunbury ... ..	20	Bunbury ... ..	48
4. Claremont ... ..	20	Claremont, Cottesloe ... ..	84
5. Cookernup ... ..	4	Cookernup ... ..	9
6. Coolgardie ... ..	20	Coolgardie, Burbanks ... ..	111
7. Day Dawn ... ..	12	Day Dawn ... ..	13
8. Donnybrook ... ..	16	Donnybrook ... ..	26
9. Fremantle ... ..	20	Fremantle, Plympton, Beaconsfield, North Fremantle, White Gum Valley ... ..	292
10. Kalgoorlie... ..	20	Kalgoorlie, Brown Hill, North Kalgoorlie ... ..	215
11. Leederville ... ..	20	Newcastle Street, North Perth, West Leederville, Leederville ... ..	149
12. Midland Junction ... ..	20	Midland Junction, Guildford ... ..	132
13. Mornington Mills ... ..	8	Mornington Mills... ..	5
14. Northam ... ..	16	Northam ... ..	56
15. Perth ... ..	20	Perth, Victoria Park, East Perth, South Perth, Highgate, Subiaco ... ..	347
16. Picton ... ..	8	Picton ... ..	9
Total bench accommodation	252	Total enrolment ... ..	1,711
<i>Figures for Year 1902.</i>			
Total bench accommodation	100	Total enrolment ... ..	789
<i>Increase this Year.</i>			
Bench accommodation ...	152	Enrolment ... ..	922

#### INSPECTION.

Pressure of work prevented me from inspecting Mornington Mills and Day Dawn centres. All the other centres were inspected.

#### INSTRUCTION.

Having regard to the fact that the majority of the teachers engaged in the work have had a very limited training in this subject, the progress made in the teaching of the work is highly creditable; on the whole the instruction is being conducted on sound lines, and it compares favourably with that of other countries where the work has been established many years, and the teachers' training and experience have been more comprehensive than has been possible here.

#### DRAWING.

It is highly desirable that every woodwork exercise or model should be preceded by a carefully-prepared drawing of that exercise or model, and that this drawing should be made entirely by the pupil.

Generally, all drawings in the first year's course should be made full size, in order that the worked model may be placed on the drawing as a check against inaccuracy. Cleanliness and neatness should be insisted upon.

The majority of boys take great interest in imitating the grain of timber; this should be seized upon by the teacher and made the means of developing the boys' artistic instincts and powers of observation. Graining should never be done from copies, nor from any particular piece of wood, because where this is done no scope is left for developing the scholar's individuality, powers of imagination, and invention.

The pupils should be led to observe the disposition of the annual rings, medullary rays, etc., and its effects on the appearance of the surfaces of the wood, and to give their individual impressions when graining.

#### OBJECT LESSONS ON TOOLS AND TIMBER.

These should never exceed twenty minutes in duration, as experience shows that short, pithy lessons are productive of better educational results than longer ones. The scholars should take notes of the matter of the lessons, and these notes should be revised by the teacher.

#### DEMONSTRATIONS OF TOOL MANIPULATIONS.

The pupils should, from the first lesson, be led to suggest the various tool operations necessary to execute the work in hand; for example: In squaring an end of a piece of wood, the boys will suggest the use of a pencil for marking. The teacher should adopt this suggestion, and square the end to the pencil line, when the pupils will observe a striking difference between this result and that in the teacher's "teaching model," the former having ragged arrises, and the latter clean, sharp arrises. The pupils should then be asked to observe closely the two pieces, and to explain the reason why the adoption of their suggestion has given so poor a result, and how this poor result might have been avoided. It should be borne in mind that it is perfectly natural for a boy to suggest a pencil instead of the marking knife.

#### TEACHERS' EVENING CLASS.

This was established at Perth, on May 5th, for the purpose of giving additional training to the Metropolitan teachers, assistants, and monitors engaged in giving instruction in manual training; and also for training other teachers in the service of the Department who were not then qualified to teach the subject.

The course consisted of 28 lessons. In all, 14 teachers were enrolled, of which number three withdrew because of their being transferred to schools too far away from Perth to admit of their continuing to attend. Of the eleven on the roll at the end of the course, two had already passed the second year's examination, and seven others presented themselves for the examination held in connection with the summer holiday course. Five were successful in passing the examination.

#### EVENING CLASSES.

These classes, held in connection with the James Street evening classes, met on Tuesday and Thursday evenings. The classes were full each term; in fact, over 20 intending students had to be turned away owing to lack of accommodation. The additions now completed, and the increased number of teachers available, will afford facilities for the efficient instruction of four times the number of students admitted last year. Twenty-six students were enrolled, and there were twenty-three on the roll at the end of the last term.

The instruction was given on strictly individual lines. The classes were very popular, so much so that in one class four students travelled from Fremantle in order to attend.

#### HOLIDAY COURSE FOR TEACHERS.

Thirty-seven teachers from various parts of the State attended the classes—twenty-six for a first year's and eleven for a second year's course. Twenty of the first year and seven of the second year presented themselves for examination. Fifteen passed in the first year, and four of the second year candidates were successful in passing part of the examination. The work of the first year's men was particularly excellent; the energy and enthusiasm displayed by them augurs well for the character of the instruction that they will impart to their pupils.

The second year men's work during the course was also highly creditable, but it is quite impossible to attain to the standard of a second year's examination merely by attending and working, however energetically, a four weeks' course; assiduous study in all three sections of the subject is imperative during the twelve months' period from one examination to the next.

After passing the first year's examination the student would do well to make all the joints shown in "Young's Manual Training for the Standards;" to master "Barter's Drawing," and also all the theory of tools, timber, etc., embodied in "Barter's Woodwork" or "Wake's New Education." Another useful book is "Exercises in Drawing and Woodwork" (by Bullmore and Hollingsworth), published by Chapman and Hall: Price 8d.

#### EXHIBITION OF MANUAL TRAINING.

This, though sparsely attended in the afternoon of the opening day, was very crowded on both evenings. The exhibition was a decided success. The exhibits included the work of the boys attending the State day schools, the students of Claremont Training College, the evening class for adults, and that of the 37 Government school teachers from various parts of the State who attended Perth for the four weeks' course.

#### THE FUTURE.

However well graded a series of models may be, and however carefully the methods for teaching them may be thought out, the success or failure of the scheme of instruction must of necessity depend largely on the individual teacher.

So far as regards the larger centres, the outlook is decidedly bright; nor have I the slightest misgivings in the case of the smaller centres and schools, provided that the teachers engaged therein will carry into effect the suggestions embodied in this Report under the heading, "Holiday Course for Teachers."

JOSHUA HART,

Organiser of Manual Training.

March 5th, 1904.



## *Domestic Economy Report for 1903.*

SIR,

I have the honour to submit my Report on the Domestic Economy Centres in this State for the past year.

Centres in operation, 1902	·	...	...	...	...	1	Perth.
Centres in operation, 1903		...	...	...	...	5	Perth, Fremantle, Claremont, Kalgoorlie, and Boulder.

Statistical returns will be found on page 31.

### PERTH.

At the close of the year this centre was enlarged by the addition of a house containing a dining-room and other rooms suitable for practical instruction in housewifery. A laundry was erected at the rear of the buildings, and the former cookery school was increased in size.

### FREMANTLE.

Provision was made at the Technical School in South Terrace for classes in Cookery and Laundry work, and the alterations have provided rooms which are both commodious and suitable for this purpose. This centre suffers somewhat financially from being at a distance from the schools.

### CLAREMONT.

A building was erected for Manual Training adjacent to the school, a portion being reserved for Cookery. This is an admirable centre in every way.

### KALGOORLIE AND BOULDER.

A small centre has been established in connection with each of the above schools. That at Kalgoorlie is very limited in space; and work in both is extremely trying during the summer months.

### TEACHERS.

Four teachers were trained in Cookery and Laundry work during the year, and received their certificates. One of these has since returned to the ordinary curriculum, her place being taken by a former teacher of Cookery under the London School Board.

Two candidates entered for the Monitors' examination at Christmas. Both have since been appointed to the Perth centre.

The students at the Training College, in addition to lectures on Domestic Economy, have commenced a course of practical lessons in Cookery. As the scope and importance of the subject is more widely recognised, it is hoped that more candidates will present themselves.

### COOKERY.

The course consists of 22 demonstration lessons, followed by practice in plain household cookery, and extends over six months. It is intended for girls from the Upper Fourth, Fifth, and Sixth Standards. Much interest has been shown, and many parents have expressed their satisfaction at the training their children receive. Those pupils who have attended regularly have proved their capability of preparing most of the dishes taught during the course. Particular stress is laid upon the formation of habits of neatness, cleanliness, and economy. Written exercises have, on the whole, been slovenly and irregular. This will be obviated partly by the publication of a small Cookery Book, which will obviate the necessity for writing in class. Teachers might also render assistance in this direction by including Cookery in the home lessons.

It is proposed to extend the course over a longer period, which will enable the pupils to gain a more thorough grasp of the principles and theory of Cookery, as well as to attain a higher degree of practical skill.

### LAUNDRY WORK.

Classes in this subject have been held throughout the year in Perth, and for six months at Fremantle. It is taught thoroughly, and includes a theoretical knowledge of water, soap, and other materials, as well as the practice of washing and getting up articles of clothing, and the treatment required by different fabrics.

### EXHIBITION.

An exhibition of work was held at the close of the year at the Perth centre. Owing to want of space it was difficult to judge the quality of the exhibits, which came from all the centres, even the goldfields contributing. Great interest was manifested in the display, and especially in watching the practical demonstration given by some of the pupils.

### ATTENDANCE AND DISCIPLINE.

The attendance has shown marked improvement under the more thorough method of registration. It is now generally recognised that absence from the centre is equivalent to absence from school. With a few exceptions, where scholars have to come a great distance, the class arrives punctually.

The discipline is good, especially at those centres where everything is at hand, and the class is under the teacher's direct supervision the whole time.

## FINANCE.

The ideal aimed at is to make each centre self-supporting. This has been reached in most cases, and is found to be beneficial generally, though little margin is allowed for the inevitable mistakes of novices in the culinary art.

Fremantle centre, not being directly attached to a school, has been unable to bear all working expenses, in spite of careful management. Kalgoorlie and Boulder were at first in the same case, but under the care and economy of the present teacher, have been no further expense to the Department.

Having regard to the high price of provisions, the teachers are to be commended for their efforts and success in this direction. At the Perth centre dinner is provided at a moderate charge. Daily from 15 to 25 people are served. Many of the teachers avail themselves of this opportunity. Pupils also who live at a distance find it convenient; and a limited number of the public are admitted to the dining-room.

It is hoped that the beginnings thus made at different centres will be the foundation of a thorough training in the science and practice of household management, which, in the future, will be open to every girl in the State schools of Western Australia.

EDITH M. DEVITT.

March, 1904.

*Report of Mr. W. E. Wray, Chief Compulsory Officer.*

SIR,

I have the honour to submit my Annual Report on Compulsory School Attendance for the year 1903.

The average enrolment of pupils was 24,532, against that of 22,605 for the previous year. The number of pupils present on an average was 20,283, being an additional attendance of 1,845 over that of the previous year.

The percentage of average attendance to enrolment was 82·68 (practically 83). This is the best result we have yet obtained, and is again higher than that of any other state in the Commonwealth. New Zealand shows a slightly better average, but it must be remembered that the attendance of children under five years of age is not counted in their returns.

The average attendance for each quarter of the year was :—

First quarter	...	...	80·1	Third quarter	...	...	83·13
Second quarter	...	...	83·2	Fourth quarter	...	...	84·1

Sickness was partly responsible for the low average obtained during the first quarter. The weather conditions are worst at this period of the year, particularly inland and on the goldfields, the extreme heat being very trying to the little ones.

The attendance at several of the schools was particularly good. Perth Boys' obtained 92 per cent.; Girls', 86; Infants', 85; Bunbury, 91; Geraldton, 90; Newcastle Street, Subiaco, Leederville, Plympton, and North Fremantle, each 89. In many of the schools the accommodation provided was taxed to the utmost capacity. Attendance at the goldfields schools continues to improve. This is probably owing to the population having now become more settled.

The majority of the children make a very good attendance, whilst a small proportion make a thoroughly bad attendance, seriously hindering the work of the teacher. These children are invariably found to be the most backward in their school attainments. It may be pointed out that a weekly average attendance of eight (morning and afternoon counted as separate attendances) means eight full school weeks' absence in the year; whilst an average attendance of seven times means 12 full school weeks' absence in the course of the year. The importance of a regular attendance cannot be overstated, and every effort is made to impress this fact on the parents.

Section 12 of the Public Education Act provides that the Minister may, at his discretion, give special exemption for children between the ages of 12 and 14, in cases of poverty or sickness of the parents. Ninety applications for exemption were made, and after due investigation 67 of these were granted and 23 were refused. Where possible, attendance at an evening school is insisted upon in all cases in which exemption is granted to children under the age of 14.

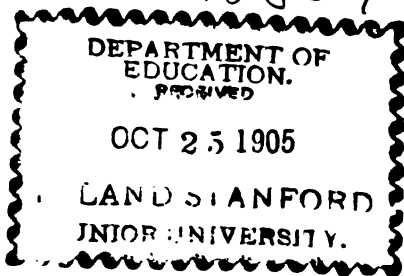
341 prosecutions were authorised, with the following results :—Fined, 275; cautioned and costs inflicted, 44; withdrawn, 3; dismissed, 4; committed to Industrial School, 15.

In many places the police have again cheerfully aided us in securing the enforcement of the compulsory clauses of the Act. The Departmental officers stationed at Perth, Fremantle, and Kalgoorlie have each worked zealously, and carried out their duties with tact and discretion.

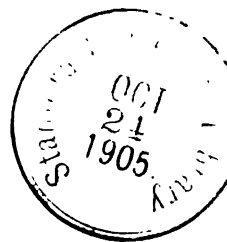
30th March, 1904.

W. E. WRAY.





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WESTERN AUSTRALIA

# R E P O R T

OF

DEPARTMENT OF EDUCATION  
LAND STANFORD JUNIOR UNIVERSITY.

# THE EDUCATION DEPARTMENT

FOR THE YEAR 1904.

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*Presented to both Houses of Parliament by His Excellency's Command.*

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# CONTENTS.

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	Page
Report of the Hon. Minister of Education ... ..	3
Statement of the Educational Vote for the year 1904 ... ..	10
Statement of Receipts paid to Revenue for year 1904 ... ..	11
Statement of Expenditure under various heads, 1904 ... ..	11-
Statement showing cost per head ... ..	11
Staff and Attendance Return for the year 1904 ... ..	12
General Statistics—Schools opened and closed; Attendance; Age Return; Number and Classification of Teachers; Orphanage and Industrial Schools; Inspection; Manual Training and Domestic Economy; Evening Schools; Technical Classes; Religious Instruction; Government Exhibitions; Efficient Private Schools; School Management Committee Meetings; Accommodation Report ... ..	19
Report of Chief Inspector of Schools, including Examination of Teachers, Reports on Manual Training and Domestic Economy Classes, Industrial Schools and Orphanages, Monitors' Examination, Secondary School Scholarships, Bursaries, and Government Exhibition Examinations ... ..	35
Report of Inspector McCollum ... ..	44
Report of Inspector Robertson ... ..	48
Report of Inspector Gamble ... ..	52
Report of Inspector Clubb ... ..	59
Report of Principal of Training College ... ..	65
Report on Physical Work ... ..	68
Report of Superintendent of Monitors' Classes ... ..	72
Report of Organiser of Manual Training ... ..	75
Report of Inspectress of Needlework ... ..	78
Report of Chief Compulsory Officer ... ..	79

## *Report of the Honourable the Minister of Education.*

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*To His Excellency Admiral Sir Frederick George Denham Bedford, G.C.B., Governor of the State of Western Australia and its Dependencies, etc.*

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SIR,

I beg to submit, for the information of Parliament, my Report on the work of the Education Department during the year 1904.

**ENROLMENT AND ATTENDANCE.**—The average enrolment for the year was 26,272, as against 24,532 in 1903. The average attendance was 22,111, as against 20,283 in the previous year. While the enrolment has increased by 1,740, the attendance has increased by 1,828. The percentage of attendance to enrolment has again risen, and now stands at 84·16 per cent. for the year. In connection with these figures, it must be remembered that, though no child is compelled to attend school until he has reached the age of six, children are admitted, if their parents wish it, when they are three years old; 2,673 children of under six years of age were on the rolls during 1904—more than 10 per cent. of the total enrolment. The attendance of such young children is naturally more irregular than that of older children, and their inclusion tends to lower the percentage. On the goldfields, owing to the heat, the attendance is always lower in the summer; and the fact that numbers of children are sent by the Fresh Air League for a holiday on the coast during the school terms lowers the figures still further. In many districts the scattered nature of the settlement involves the travelling of long distances by the children who attend school. In spite of these conditions our average attendance is very high, and has for several years exceeded that of any other Australian State. This result is largely due to the admirable provisions of our Education Act, to the excellent work of our compulsory officers, and to the valuable assistance given by the police.

As regards private schools, the machinery for securing attendance is less satisfactory. Children who are removed from their rolls in many cases succeed in evading the law. Registers are supplied to these schools by the Department, and it would be no hardship if the head-masters or head-mistresses were required to supply the Department with summaries similar to those furnished by the State Schools. An amending Act making such reports compulsory would render the task of securing compliance with the law considerably easier.

The number of children between 14 and 16 years old has increased from 1,099 in 1903, to 1,333 in 1904.

**SCHOOLS.**—At the close of 1903 there were 262 schools in operation. Six small schools were closed during 1904 owing to decreased attendance. Four schools, which had been closed for a time, were re-opened, and 24 new schools were added. There were thus 282 schools in operation at the end of the year, while three more new schools had the buildings completed, and were ready to open at the beginning of the new year.

More than two-thirds of our schools still have less than 50 children in average attendance, and nearly two-fifths have less than 20. A very large number of applications for the establishment of small country schools has been received, especially from the neighbourhood of the Great Southern Railway. This is the natural consequence of the great increase of agricultural settlement which has recently taken place. The confident expectation that the State will provide a school as soon as the numbers warrant it is, no doubt, a considerable inducement to farmers to settle in a new district. Schools are established, as far as possible, wherever there is a good prospect of a continued attendance of more than 10 children. Where an average attendance of 10 cannot be

secured, but a smaller number of children can be brought together, the Department provides the necessary books, furniture, and apparatus, and gives a grant of £4 10s. for each child in regular attendance, on condition that a proper room is provided, a suitable teacher secured, and that the parents guarantee to make up the teacher's salary to at least £60 per annum. The difficulty of securing teachers on these terms is very great, though the standard of competency demanded is necessarily very low.

**BUILDINGS.**—Our standard school buildings are satisfactory. Unfortunately, about three years ago, the height of some of the new class-rooms was reduced, from motives of economy, to 12 feet, instead of the standard 14 feet. The lower rooms are not satisfactory, and the difference between the atmosphere of a 12-foot room and that of a 14-foot room, under similar conditions in the same school, is very noticeable. It is hoped that the standard will always be adhered to in future; ours is not a climate in which we can afford to try experiments with reduced air-space.

That economy has been carefully considered in connection with our buildings, is shown by the following figures. The cost of a school of 10 class-rooms, to accommodate 50 children each, with a large central hall, and the necessary cloak-rooms, lavatories, outbuildings, and fences is, in Perth, £4,500, or £9 for each child. Schools recently erected in East Ham, a poor part of London, cost £22 per head, and the average cost of London primary schools is said to be from £14 to £16 per head. Considerably more regard is paid in London to the external appearance of the buildings, and the interior is more finely finished. Still, when the difference between the cost of building here and in England is taken into consideration, it is clear that we are building comparatively very inexpensive schools. Economy has been studied consistently, and any lowering of the standard will mean failure to provide satisfactory buildings.

Unfortunately, it was impossible to provide for quarters on the last Estimates, except in the case of very small country schools. In many of these two small rooms are attached to the schoolroom. This method has been adopted from motives of economy, but is not really satisfactory; the teacher's quarters should be a distinct building. Such quarters are only fit for single teachers; the proportion of schools with quarters fit for married teachers has consequently fallen. I hope that it will be possible to make more suitable provision next year, and to secure a less unsightly type of building for the quarters of our larger schools.

**PLAYGROUNDS AND GARDENS.**—Many of the playgrounds of our large schools consist of loose sand. As much additional gravelling as was possible was carried out during the year.

Many schools in various parts of the State possess well-kept and attractive gardens, but these are by no means as common as they should be. The want of water is often a great drawback, but in most districts satisfactory garden-work can be done between April and November. Tree-planting continues, but there is room for great expansion here also. A more general observance of Arbour Day will be expected in future. The addition of a few trees every year will make a great improvement in the appearance of the school grounds and the neighbourhood.

Experimental agricultural plots have been worked with success in a few schools, and have aroused much interest among the children and their parents. These plots and the school gardens are of great value to the schools in their nature-study.

**TEACHERS.**—The number of teachers employed at the end of 1904 was 809—an increase of 70 during the year. The increase is really greater than it appears, as the number of regular adult teachers has risen from 500 to 589. The number of Monitors has fallen from 175 to 155, while the number of Sewing Mistresses (who are only employed for three hours a week) has remained practically stationary. The decrease in the number of Monitors is due partly to the increased number in the Training College,



and partly to the new system under which the work of Monitors is more closely supervised, so that the unfit can be dispensed with.

Of the 589 adult teachers, 271 were Head Teachers and 318 were Assistants. The proportion of classified teachers shows a slight decrease, the percentage having fallen from 79·2 to 77·6. It must be remembered that the salaries which can be offered in many of our very small schools are insufficient to attract classified teachers. As long as we have a number of schools with 10 or 12 pupils apiece, we shall, unless salaries can be considerably raised, have teachers with low qualifications. Many of these teachers do the work entrusted to them extremely well. The percentage of male teachers has risen from 40·2 to 45. In this respect we compare well with most countries. In the elementary schools of England and Wales, in 1901, only 24·2 per cent. of the teachers were males. In the United States, in 1900, only 28 per cent. of the teachers were males; in the large centres of population the proportion was much lower, and in New York the males were only 14 per cent. of the teachers. As, however, the head teachers of all mixed schools of over 50 children, excepting Infants' schools, are men, the percentage of male assistants is only 25·8. We have three schools exclusively devoted to boys, in which the staff consists of men alone; consequently of the assistants available for mixed schools only about 20 per cent. are men.

The schools have been somewhat better staffed during 1904 than they were in the previous year. The securing of a sufficient number of teachers to meet the growing demands of our population is, however, still a matter of considerable difficulty. In some cases unsatisfactory teachers are engaged or retained because without them schools would necessarily be closed. Married women, according to the regulations of the Department, are available for appointment "on supply" only, *i.e.*, to fill temporary vacancies. In practice, however, most of those on the list are constantly employed, with the result that there is no reserve to draw upon when cases of sickness leave schools or classes unexpectedly without a teacher. Still, on the whole, the prospect is improving. The numbers sent out each year by the Training College will be larger in the future than they have been in the past. Those who are unable to obtain admission to the college receive valuable instruction in the Monitors' Classes.

**TRAINING OF TEACHERS.**—Unclassified teachers who wish to gain classification receive much help and guidance from the monthly Supplement to the *Education Circular*. In future it is proposed to give them still further assistance by means of correspondence with the Staff of the Monitors' Classes. Such assistance will prove most valuable to those teachers who are stationed in isolated schools, where they have no chance of receiving help or advice in any other way. The percentage of passes in the examination for which Monitors and unclassified teachers sit was 28·4 in 1902, 25·6 in 1903, and rose to 55·7 in 1904. This result is distinctly promising, and shows that the efforts of the Department to assist the younger teachers in their education are already meeting with success.

Seventeen teachers finished their course in the Training College during the year, and rejoined the Staff of the schools. Twenty new students were admitted, making the total number in the college at the end of the year 55. The work of the college has, up to the present time, been considerably hampered by the want of an attached school, and the consequent difficulty of providing sufficient opportunity of practical work in teaching under favourable conditions for the students. In 1905 I hope to have a school attached to the college for this special purpose, with a staff specially chosen. In this school it will be possible to arrange the work so that the students shall be able constantly to test theory by practice, and I anticipate that the value of the college training will be greatly increased.

The Monitors' Classes provide a preliminary training for those who are to enter the Training College, and also a further training for those who fail to gain admission,

or who are unable to take advantage of the offer of admission to the college. The Monitors of the metropolitan district attend the central classes, while those in other parts of the State are instructed by correspondence. The Junior Monitors spend six half-days each week at the central classes, and four half-days in the schools; the Senior Monitors four half-days at the classes and six in the schools.

One of the most difficult problems in arranging a scheme for the training of young teachers is to secure at once a good education of sufficient breadth and adequate practice in the art of class-teaching. To put an immature and ignorant youth in sole charge of a large class is unfair both to the teacher and to the taught, but the old system had at least one great advantage, in that the young teacher was obliged to stand on his own legs, or, if he could not do so, to retire. The survivors generally acquired considerable skill in the management of numbers and the securing of discipline. On the other hand, they had insufficient time to devote to their own education, to the study of methods, and to the preparation of their lessons. Our present scheme has not yet been in existence long enough for a final judgment to be pronounced upon it. There is perhaps a tendency on the part of the Monitors to attach too little value to the practical school-work as compared with their studies, and some such modification as is suggested in the Report upon the Monitors' Classes may be found necessary. With the cordial co-operation of the Head Teachers, and the recognition on their part of the fact that one portion of the Monitors' training must still remain in their hands, while the other portion is provided for in the Classes, it should be possible to secure satisfactory results. The Head Teacher is now freed from the greater part of the burden of instruction, but the responsibility for the practical training still remains with him. It is not always easy to fit in the work of a Monitor who is only present for a part of the week, but it can be done. Where the provision made by the Head Teacher for such work is inadequate, it is impossible for the training of the Monitor to be fully successful.

The work of those in charge of the Classes during the year was very heavy, and an increase in the staff will be necessary. The Correspondence work has proved of great value to the unclassified teachers as well as to the Monitors.

**EXAMINATIONS.**—With a view to securing a more uniform standard in the Teachers' and Monitors' Examinations, a Board of Examiners has been formed, consisting of all the Inspectors with the Principal of the Training College and the Superintendent of the Monitors' Classes.

Examinations have been established for candidates for appointment as teachers who have not passed any qualifying examination before. These examinations have been held every month for the greater part of the year.

Classes for teachers have been held during the year in Drill, Kindergarten, and Woodwork. More than 100 teachers spent the August holidays in a camp for instruction in drill and physical exercises; 22 attended classes in woodwork during the Christmas holidays.

The average salary of Head Teachers is now £182 1s. 1d., while that of Assistants is £130 8s. 2d. The average salary for all adult teachers is £153 12s. 9d., as against £152 17s. 8d. in 1903. The number of our Assistants is now considerably greater than that of our Head Teachers, whereas last year the two numbers were almost identical. That the average salary has increased in spite of this fact shows that the remuneration of the teachers has really improved considerably.

[In calculating the average salary in previous years, lodging allowances, granted to Head Teachers who have no quarters provided, were included. This is misleading, as the value of quarters provided was not included. The lodging allowances are not included in the figures given above. If the calculation were made on the same basis as last year, it would show the average salary of Head Teachers at £186 1s. 2d., and that of all adult teachers at £155 9s. 5d.]

The minimum salary offered to a male unclassified teacher is still £80, and the minimum to a female £60. I hope that it will soon be possible to raise these, as they are certainly not adequate to meet the expenses of living here. An additional allowance of £30 per annum is made to teachers on the Goldfields who are near the railway lines, and of £40 per annum to those on the Goldfields who are at a distance from the railway lines, and to teachers of schools in the North-West. Still in many parts of the Goldfields it is almost impossible for an unclassified teacher to live on the salary which can be offered him.

The conditions of life in our more settled centres are steadily improving, but we are constantly establishing schools in the more distant parts of the State where the isolated teachers must face discomforts and hardships. Much excellent work is cheerfully done in spite of adverse circumstances. The good work done by the teachers of our large town schools is more readily recognised. The small bush schools and those in remote parts of the Goldfields do not come under public notice, but their civilising influence is a factor of great importance in the well-being of the State.

**COST PER HEAD.**—The cost per head on the average enrolment is £4 1s. 11d. The cost per head on the average attendance is £4 17s. 3d. The corresponding figures for 1903 were £3 15s. 9d. and £4 11s. 5d. respectively. The increase is entirely accounted for by the staffing of the schools. In 1903 one adult teacher was employed for every 40·5 children; in 1904 there was one adult teacher for 37·5 children. This is the result of the increased number of small schools, and of the fact already mentioned, viz., that it has been possible to keep the staff of the schools more nearly up to the number prescribed by the Regulations than was the case in 1903. The increase in the average salary of the teachers is also a contributory cause.

**INSPECTION.**—As the number of distant schools increases, it becomes more and more difficult to provide for regular visits to all. To inspect Sharks Bay, Carnarvon, Roebourne and Broome—four small schools—takes about two months of an inspector's time. There is a probability of the establishment of schools almost immediately at Onslow and Cossack, while Derby and Port Hedland are applying to be added to the list. If these schools are started it will make a visit to the North-West schools a very lengthy affair. The boat rarely stays long enough at a port to enable the inspector to visit the school and continue his voyage in her, so that he is frequently obliged to waste time in waiting for the next boat. It is therefore impossible to arrange for the inspection of these schools every year. Such remote places as Peak Hill, Lake Way, Mount Sir Samuel, Lawlers, Norseman, Esperance, and Ravensthorpe also necessitate much loss of time. An additional inspector is to be added to the staff next year. The number of schools has increased by 30 per cent. since the last addition to the number of inspectors was made.

In the past it has been the rule, wherever it was possible, to visit each school at least twice in the course of the year, while the large town schools received a greater number of visits. The first visit to each school was made without notice, and the inspector was chiefly concerned with the teacher's organisation and methods. His registers and records, time-tables and programmes of work were examined, and his conduct of the school during the day observed. The second visit was made, on a day fixed beforehand, at the end of the school year, and was devoted principally to testing the children's knowledge, intelligence, and mental activity. In order to allow of the distribution of these visits throughout the year, it was necessary to arrange that the "school years" of different schools should end at different times. The system had various disadvantages. We have in many parts of the State a constantly shifting population. A child moving from one school to another might pass, *e.g.*, from the second month of a year's course to the ninth, or from the tenth to the third. The

inevitable tendency towards cramming for the great day at the end of the year was apparent in many cases. In some cases a reaction followed, and a chance visit in one of the early months of the school year showed that the period of excessive work was succeeded by a period of slackness.

In future the school year will, in all our schools, coincide with the calendar year. Each inspector will pay, if possible, at least two visits to each school, and, so far as time will allow, more to those which need it most. The visits will be without previous notice. Attention will be paid to the same points as in the past, but there will be no temptation to cram children for a special show-day at the end of the year. At any time the children may be questioned on the work which the teachers' records show to have been already covered, and on other subjects, for the purpose of testing their general intelligence. Examinations for promotion are already left to the teachers. The inspectors' examinations will in future be more informal than in the past. Their aim will be not so much to discover whether the children have acquired a knowledge of certain facts, as to test their mental alertness, their powers of comprehension and expression, and the prevailing tone and spirit of their school.

**THE SCHOOL CURRICULUM.**—The reports of the inspectors deal with the Curriculum in detail. In each district there is a great variety of schools, from large town schools with many hundreds of scholars to small country schools with an attendance of ten or twelve. The qualifications, experience, and ability of the teachers vary greatly, and it is a difficult task to generalise. On the whole the reports are favourable, and point to gradual improvement. If the same criticisms and suggestions reappear year after year, it must be remembered that a very considerable number of teachers is drawn from other parts of the world every year, so that we have always many who are new to our requirements. Most of the teachers are ready enough to profit by the inspectors' advice, but it must be admitted that there are some whom it is very difficult to stir from their old grooves.

In Reading the chief complaint is that of monotony and lack of expression. The large classes in Primary Schools make it very difficult to secure sufficient attention to the individual. The old method of making a whole class read simultaneously rendered the acquisition of a natural style and good expression almost impossible, and it is still noted that the reading is worst where this bad method survives. The new books provide interesting matter without neglecting good form and value as literature. If they succeed in making the children wish to read more good literature they will have accomplished an end of the greatest importance.

In Writing it must not be forgotten that speed is to be desired as well as neatness and legibility. The writing is too often painfully slow.

Arithmetic is said to be generally improving, though the importance of concrete teaching is in some cases not yet fully realised.

The teaching of English cannot yet be said to be satisfactory. More practice in composition, both oral and written, is needed, especially in the latter.

Drawing is better taught where its possibilities in connection with other subjects are appreciated and where it is not confined to the imitation of copies.

History cannot be said to have been satisfactorily taught. The books in use were about as uninteresting as they could be made. The introduction of a series of attractively written books will, it is hoped, assist in a marked improvement.

The reports upon the teaching of Scripture are favourable. Moral lessons, which, when treated apart, are generally dull and lifeless, are now generally combined with the Scripture and History lessons. The arrangements for Special Religious Teaching by the various denominations continue to work satisfactorily.

THE MANUAL TRAINING (WOODWORK) classes have grown. The number of boys attending was 2,291, as against 1,711 in the previous year. I hope in the near future to make provision for giving a course in this subject to all the older boys in our larger schools. Great interest is displayed in the work.

THE CLASSES IN COOKERY, LAUNDRY, AND HOUSEHOLD MANAGEMENT have received 1,195 girls, as against 916 in 1903. Here, too, further provision is needed to enable all the older girls of the larger schools to pass through a full course. No special report on this work appears this year, as the teacher in charge left towards the end of 1904. A new head has been engaged, and I hope to be able to report further progress next year.

THE NEEDLEWORK varies greatly in excellency. Too many of our teachers have had no training in teaching the subject. Next year the Inspectress is to give all her time to the organisation and inspection of this work.

PHYSICAL EXERCISES AND DRILL form a part of the curriculum in every school. The Cadet Corps has 1,269 members and will, doubtless, increase when further equipment is obtained. Wherever possible the cadets have had a course of musketry. It is a matter for regret that there is as yet no Senior Cadet Corps into which the boys can be drafted when they leave school. Some years must elapse before they can join the regular Volunteer Force, and this break is certainly the cause of the loss of many who would be secured to the latter if provision were made for continuous service.

The organisation of the schools shows a general improvement. The discipline and tone of the large schools are, as a rule, good. In small schools the personality of a single teacher determines these important points. The influence of the earnest and conscientious teacher makes the school a valuable training-ground in character, but where the teacher is weak or careless, the results can only be harmful to the children.

TECHNICAL EDUCATION.—The work of the Technical School in Perth increases rapidly, and its value is becoming more widely recognised. Details are given in a separate report. The number of students continues to increase rapidly, and larger buildings are urgently needed.

EVENING CLASSES.—The classes in Perth, Fremantle, Kalgoorlie, and Boulder are fairly successful, but the results in smaller Centres have not been encouraging.

TEACHERS' ASSOCIATIONS.—Branch Associations in various parts of the State are doing good work in bringing teachers together, and affording opportunities for the discussion of matters relating to their work. It is intended to hold a general conference at Easter, 1905, to which all teachers will be invited. Such a conference may become a very valuable stimulus.

DEPARTMENTAL STAFF.—The volume of work dealt with in the Central Office increases rapidly. The staff has worked well and cheerfully throughout the year.

REPORTS.—The reports of the inspectors and other officers, together with the various statistical returns, will be found attached.

THE FUTURE.—So far the efforts of the State have been mainly directed towards securing a satisfactory system of Primary Education and good Technical Schools. The question of the provision of higher grade schools to bridge the gap between the two must soon be faced. Preliminary steps have been taken towards securing an endowment for a University, which should form the summit of a complete and co-ordinated scheme of education.

H. DAGLISH,  
Minister of Education.

CECIL ANDREWS,  
Inspector General of Schools.

## No. 1.—Statement of the Educational Vote for the Year 1904.

RECEIPTS.				DISBURSEMENTS.			
	£	s.	d.		£	s.	d.
To Balance, Bank of New South Wales, 31st December, 1903 ... ..	1,113	13	2	DEPARTMENTAL:			
				Salaries ... ..	6,719	5	4
To Amount received from Treasury on account of Vote, 1903-4 ... ..	69,907	17	3	Incidental Expenses, including Postage, Travelling Expenses, Printing, etc. ... ..	3,213	15	2
To Amount received from Treasury on account of Vote, 1904-5 ... ..	72,594	0	1				9,983 0 6
			142,501 17 4	COMPULSION:			
				Salaries ... ..	770	0	0
				Incidentals ... ..	46	1	4
							816 1 4
				DISTRICT BOARDS:			
				Incidentals ... ..	1	17	6
							1 17 6
				EXHIBITIONS, SCHOLARSHIPS, ETC.:			
				Government Exhibitions ...	202	10	0
				University Exhibitions ...	437	10	0
				Scholarships ... ..	428	13	4
				Bursaries ... ..	215	0	0
							1,283 13 4
				EXAMINATIONS:			
				Incidentals ... ..	237	17	8
							237 17 8
				SCHOOLS:			
				Salaries and Allowances ...	96,174	18	8
				Building and Repairs ...	717	14	1
				Furniture, Apparatus, etc.	3,875	9	0
				Incidentals, including Travelling Allowances...	5 446	6	3
							106,214 8 0
				EVENING CLASSES AND SCHOOLS:			
				Salaries ... ..	1,030	10	8
				Incidentals ... ..	627	8	2
							1,657 18 10
				TRAINING COLLEGE:			
				Salaries ... ..	1,826	6	3
				Scholarships ... ..	450	0	0
				Board ... ..	708	16	2
				Incidentals ... ..	727	0	4
							3,712 2 9
				TECHNICAL EDUCATION:			
				Salaries ... ..	3,587	9	5
				Incidentals ... ..	1,940	10	8
							5,528 0 1
				MANUAL TRAINING (Carpentry and Domestic Economy):			
				Salaries ... ..	2,825	14	1
				Incidentals ... ..	1,392	13	6
							4,218 7 7
				CADETS:			
				Salaries ... ..	715	8	9
				Incidentals ... ..	553	16	10
							1,269 5 7
				MONITORS' CLASSES:			
				Salaries ... ..	735	0	0
				Furniture, Apparatus, etc.	108	2	2
				Incidentals ... ..	376	2	3
							1,219 4 5
				PURCHASES INTO STOCK:			
				Furniture, Apparatus, etc.	6,187	12	2
				Incidentals ... ..	47	7	6
							6,234 19 8
				MISCELLANEOUS:			
				Transport Charges, etc. on Goods ... ..	149	12	9
							149 12 9
				Total Expenditure ... ..			142,528 10 0
				Balance, Western Australian Bank ... ..			1,089 0 6
TOTAL ... ..	£143,615	10	6	TOTAL ... ..	£143,615	10	6

*Statement of Receipts paid to Revenue from 1st January, 1904 to  
31st December, 1904.*

	£	s.	d.
Fees, Technical School ... ..	1,181	4	9
" Training College ... ..	148	6	8
" Evening Schools and Classes ... ..	302	3	5
" Manual Training Evening Classes ... ..	10	11	4
Sale of Apparatus, Technical School ... ..	43	16	2
" Books, Training College ... ..	36	9	2
Book Sales ... ..	1,541	13	10
Rents ... ..	152	14	5
Miscellaneous Receipts ... ..	25	8	9
	<u>£3,442</u>	<u>3</u>	<u>6</u>

*Expenditure under various Heads for the Year 1904.*

Particulars.	Salaries and Allowances.	Apparatus.	Furniture.	Building and Repairs.	Upkeep.	Board.	Scholarships.	Total.	Expenditure on Buildings by Public Works Department.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Government Schools ...	96,174 18 8	5,945 3 0	2,735 16 6	717 14 1	5,474 15 8	...	...	111,048 7 11	32,174 13 8
Evening do. ...	40 17 2	...	...	...	14 14 11	...	...	64 12 1	...
Do. Classes ...	980 13 6	...	...	...	612 13 3	...	...	1,593 6 9	...
Monitors' do. ...	735 0 0	93 19 8	14 2 6	...	376 2 3	...	...	1,219 4 5	...
Training College ...	1,826 6 3	...	...	...	727 0 4	708 16 2	450 0 0	3,712 2 9	...
Technical Schools ...	3,587 9 5	...	...	...	1,940 10 8	...	...	5,528 0 1	845 15 4
Manual Training— Carpentry ...	1,703 13 4	...	...	...	1,077 12 3	...	...	2,781 5 7	...
Domestic Economy ...	1,122 0 9	...	...	...	315 1 3	...	...	1,437 2 0	...
Cadets ...	715 8 9	...	...	...	553 16 10	...	...	1,269 5 7	...

**COST PER HEAD, 1904.**

*Average Attendance.*

No. of Schools.	Average Attendance.	Cost per Head of Average Attendance.	Cost per Head of Average Attendance, including Administration.
284	22,111	£ s. d. 4 17 3·8	£ s. d. 5 7 0·5

*Average Enrolment.*

No. of Schools.	Average Enrolment.	Cost per Head of Average Enrolment.	Cost per Head of Average Enrolment, including Administration.
284	28,272	£ s. d. 4 1 10·9	£ s. d. 4 10 1·1

*Staff and Attendance Return, 1904.*

STATE SCHOOLS.

(Where an asterisk (\*) appears it denotes that the Monitor acts also as Sewing Mistress. There are eight such in this Table.)

No.	SCHOOL.	STAFF AT END OF YEAR.						NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.				Average weekly enrollment of individual Scholars.	Average daily attendance for year.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Miss-tresses.	Boys.	Girls.	Total.			
		Males.	Females.	Males.	Females.	Males.	Females.							
1	Albany	1	..	2	5	..	1	..	183	159	342	371	302	Opened 19th January.
2	Do. Infants'	..	1	..	2	..	1	..	74	78	152	164	135	
3	Armada	1	..	..	..	1	1	1	35	48	83	72	60	
4	Balingup	1	..	..	..	..	..	..	21	21	42	35	29	
5	Batavia	1	..	..	..	..	..	1	13	13	26	28	23	
6	Baywater	1	..	..	2	..	1	..	79	89	168	146	127	
7	Beaconsfield	1	..	2	6	1	1	..	263	220	483	487	430	
8	Do. Infants'	..	1	..	2	2	2	..	102	77	179	191	158	
9	Beechboro'	1	..	..	..	1	..	..	24	13	37	36	32	
10	Bejoording	..	1	..	..	..	..	..	15	12	27	26	21	
11	Bellevue	1	..	..	1	..	..	..	50	55	105	106	83	
12	Belmont	1	..	..	1	..	..	..	43	31	74	69	58	
13	Beverley	1	..	1	1	..	1	..	55	47	102	106	81	
14	Bicton	..	1	..	..	1	1	..	16	20	36	37	33	
15	Bonnievale	1	..	..	..	..	..	1	38	23	61	53	46	
16	Boranup	..	1	..	..	..	..	..	11	16	27	27	26	
17	Boulder	1	..	4	6	..	..	..	253	282	535	511	413	
18	Do. Infants'	..	1	..	5	2	2	..	210	172	382	403	311	
19	Do. Intermediate	..	1	..	4	..	1	..	136	124	260	271	224	
20	Do. South	1	1	2	5	1	1	..	201	208	409	415	317	
21	Boyanup	..	1	..	..	..	..	..	19	16	35	32	25	
22	Bridgetown	1	..	..	1	..	..	1	50	50	100	98	78	
23	Brookton	1	..	..	..	..	1*	1	18	12	30	29	24	
24	Broomehill	1	..	..	..	..	..	..	22	34	56	54	37	
25	Brown Hill	1	..	2	3	..	2	..	142	122	264	298	244	
26	Brunswick	1	..	..	..	..	..	1	20	22	42	30	24	
27	Bullsbrook	1	1	..	..	..	..	1	17	18	35	34	23	
28	Bulung	1	..	..	..	..	2	..	30	21	51	57	46	
29	Bunbury	1	..	1	4	..	1	..	190	133	323	308	271	
30	Do. Infants'	..	1	..	2	1	1	..	66	55	121	150	125	
31	Burbanks	1	..	..	2	..	..	..	45	36	81	90	74	
32	Russelton	1	..	..	1	..	..	..	59	36	95	98	83	
33	Canning Mills	1	1	..	1	..	..	..	13	6	19	30	23	
34	Cannington	1	..	1	1	..	..	..	84	96	180	177	142	
35	Capel	1	..	..	..	..	..	1	17	21	38	39	30	
36	Carrolup	..	1	..	..	..	..	..	11	10	21	21	16	
37	Cartmesticup	..	1	..	..	..	..	..	14	19	33	31	27	
38	Childlow's Well	1	..	..	..	1	..	1	26	32	58	55	43	
39	Clackline	1	..	..	..	..	..	1	27	14	41	39	34	
40	Claremont	1	..	4	6	..	2	..	279	245	524	488	424	
41	Do. Infants'	..	1	..	2	..	2	..	88	75	163	154	127	
42	Collie	1	..	3	3	..	..	..	114	94	208	216	167	
43	Coochie	..	1	..	..	..	2	..	19	18	37	31	24	
44	Cookernup	1	..	2	5	..	1	..	20	14	34	34	28	
45	Coolgardie	1	..	..	2	..	1	..	178	154	332	344	284	
46	Do. Infants'	..	1	..	2	..	1	..	86	60	146	166	134	
47	Coolup	1	1	..	..	..	..	..	12	13	25	27	20	
48	Cottesloe	1	1	2	3	1	4	..	197	170	367	354	309	
49	Do. Infants'	..	1	..	3	..	1	..	98	76	174	184	148	





Opened 26th January

No.	SCHOOL	Total No. of Pupils									
		Enrolled		Admission		Excess		1900		1901	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
112	Menzies	1	1	2	4	1	1	2	4	2	4
113	Midland Junction	1	1	1	1	1	1	1	1	1	1
114	Midland Junction Infants'	1	1	1	1	1	1	1	1	1	1
115	Mingenew	1	1	1	1	1	1	1	1	1	1
116	Mogumber	1	1	1	1	1	1	1	1	1	1
117	Mombarkine	1	1	1	1	1	1	1	1	1	1
118	Moorebank	1	1	1	1	1	1	1	1	1	1
119	Moonyoonooka	1	1	1	1	1	1	1	1	1	1
120	Morrington Mill	1	1	1	1	1	1	1	1	1	1
121	Mt. Barker	1	1	1	1	1	1	1	1	1	1
122	Mt. Macgregor	1	1	1	1	1	1	1	1	1	1
123	Mt. Morgans	1	1	1	1	1	1	1	1	1	1
124	Mt. Sir Samuel	1	1	1	1	1	1	1	1	1	1
125	Mourambine	1	1	1	1	1	1	1	1	1	1
126	Mullalyup	1	1	1	1	1	1	1	1	1	1
127	Mundaring	1	1	1	1	1	1	1	1	1	1
128	Mundijong	1	1	1	1	1	1	1	1	1	1
129	Nannine	1	1	1	1	1	1	1	1	1	1
130	Narrogin	1	1	1	1	1	1	1	1	1	1
131	Newcastle	1	1	1	1	1	1	1	1	1	1
132	Newcastle Street Boys' (e)	1	1	1	1	1	1	1	1	1	1
133	Do. do. Girls' (e)	1	1	1	1	1	1	1	1	1	1
134	Do. do. Infants'	1	1	1	1	1	1	1	1	1	1
135	Niagara	1	1	1	1	1	1	1	1	1	1
136	Norseman	1	1	1	1	1	1	1	1	1	1
137	Northern	1	1	1	1	1	1	1	1	1	1
138	Osborne Park	1	1	1	1	1	1	1	1	1	1
139	Paddington	1	1	1	1	1	1	1	1	1	1
140	Perth Boys'	1	1	1	1	1	1	1	1	1	1
141	Do. Girls'	1	1	1	1	1	1	1	1	1	1
142	Do. Infants'	1	1	1	1	1	1	1	1	1	1
143	Do. East	1	1	1	1	1	1	1	1	1	1
144	Do. East, Infants'	1	1	1	1	1	1	1	1	1	1
145	Do. North	1	1	1	1	1	1	1	1	1	1
146	Do. South	1	1	1	1	1	1	1	1	1	1
147	Picton	1	1	1	1	1	1	1	1	1	1
148	Pingelly	1	1	1	1	1	1	1	1	1	1
149	Pinnaroo	1	1	1	1	1	1	1	1	1	1
150	Plympton	1	1	1	1	1	1	1	1	1	1
151	Do. Infants'	1	1	1	1	1	1	1	1	1	1
152	Princess Royal	1	1	1	1	1	1	1	1	1	1
153	Ravensthorpe	1	1	1	1	1	1	1	1	1	1
154	Roelands	1	1	1	1	1	1	1	1	1	1
155	Rottneet	1	1	1	1	1	1	1	1	1	1
156	Sawyers' Valley	1	1	1	1	1	1	1	1	1	1
157	Serpentine	1	1	1	1	1	1	1	1	1	1
158	Smith's Mill	1	1	1	1	1	1	1	1	1	1
159	Southern Cross	1	1	1	1	1	1	1	1	1	1
160	Strathairn	1	1	1	1	1	1	1	1	1	1
161	Subiaco	1	1	1	1	1	1	1	1	1	1
162	Subiaco Infants'	1	1	1	1	1	1	1	1	1	1

153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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(c) See remarks under "Schools in operation."

## PROVISIONAL SCHOOLS.

[illegible]

**(c) Temporarily without Head Teacher.**

*Staff and Attendance Return, 1904—continued.*

PROVISIONAL SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.						NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrolment of individual Scholars.	Average daily attendance for Year.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Boys.	Girls.	Total.			
		Males.	Females.	Males.	Females.	Males.	Females.						
32	Jennapulin	..	1	..	..	..	14	12	26	26	20	Opened 19th January, 1904 closed 22nd July Opened 22nd August. Opened 5th September.	
33	Jumpending	..	1	..	..	..	10	5	15	17	15		
34	King River	..	1	..	..	..	9	6	15	17	13		
35	Kojonup	..	..	..	..	..	14	6	20	22	16		
36	Koogan	1	..	..	..	..	15	11	26	22	20		
37	Lake Austin	..	..	..	..	..	4	2	6	9	8		
38	Lake Jandabup	..	..	..	..	..	7	9	16	16	13		
39	Lyall's Mill	1	..	..	..	..	10	12	22	20	19		
40	Marbro	1	..	..	..	..	11	11	22	23	19		
41	Marracoonda	..	1	..	..	..	9	12	21	21	16		
42	Mean Mahn	..	1	..	..	..	10	12	22	21	17		
43	Meekatharra	..	1	..	..	..	8	10	18	14	12		
44	Moora	..	1	..	..	..	13	18	31	26	20		
45	Mt. Kokeby	..	1	..	..	..	5	11	16	16	14		
46	Mullewa	1	..	..	..	..	11	15	26	25	20		
47	Nannup	..	1	..	..	..	13	10	23	22	20		
48	Newlands	..	1	..	..	..	15	11	26	30	25		
49	Northampton	..	1	..	..	..	16	7	23	24	18		
50	Oakabella	1	..	..	..	..	8	10	18	17	14		
51	Parkerville Quarries	..	1	..	..	..	17	23	40	27	23		
52	Peak Hill	1	..	..	..	..	6	15	21	21	17		
53	Preston, Upper	..	1	..	..	..	11	10	21	20	18		
54	Quellington	..	1	..	..	..	12	13	25	24	21		
55	Quindalup	1	..	..	..	..	10	8	18	18	14		
56	Quindanning	..	1	..	..	..	6	6	12	14	9		
57	Rockingham Beach	..	1	..	..	..	10	15	25	24	19		
58	Scotsbrook (a)	..	..	..	..	..	8	7	15	15	14		
59	Seabrook	1	..	..	..	..	8	9	17	18	15		
60	Strawberry	1	..	..	..	..	11	7	18	17	13		
61	Swan, West	..	1	..	..	..	4	10	14	13	11		
62	Tammin	..	1	..	..	..	12	6	18	19	12		
63	Taylor's Well	1	..	..	..	..	9	11	20	20	18		
64	Tentarden	..	1	..	..	..	11	10	21	19	17		
65	Thomson's Brook	..	1	..	..	..	12	6	18	19	15		
66	Toodyay	..	1	..	..	..	14	3	17	17	15		
67	Toolbrunup (a)	..	..	..	..	..	9	5	14	14	13		
68	Uduc	1	..	..	..	..	13	4	17	17	15		
69	Walebing	..	1	..	..	..	6	10	16	18	15		
70	Wandering	..	1	..	..	..	15	12	27	27	24		
71	Wannamal	1	..	..	..	..	13	12	25	22	17		
72	Wanneroo	..	1	..	..	..	9	8	17	18	15		
73	Waterloo	1	..	..	..	..	7	9	16	17	11		
74	Wedgearrup	..	1	..	..	..	11	8	19	18	14		
75	Wiluna	1	..	..	..	..	14	8	22	22	18		
76	Woolwelling	..	1	..	..	..	10	9	19	15	14		
												Opened 23rd May.	



*Staff and Attendance Return, 1904—continued.*

**SUMMARY.**

	STAFF AT END OF YEAR.						NUMBER ON ROLL LAST SCHOOL DAY.			Average Attendance.	
	Head Teachers.		Assistants.		Monitors		Sewing Machines.	Males.	Females.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.					
State Schools	137	41	82	234	35	119	43	12,583	11,290	23,873	20,414
Provisional Schools	32	44	..	..	..	..	18	823	784	1,607	1,296
Half-Time Schools	8	..	..	..	..	..	2	119	102	221	177
Special Schools	5	..	..	2	..	1	2	123	106	229	181
House-to-House Schools	1	3	..	..	..	..	..	20	29	49	43
Grand Totals	183	88	82	236	35	120	65	13,668	12,311	25,979	22,111

## SCHOOLS IN OPERATION.

During 1903, and up to September, 1904, the Fremantle Girls' and Infants' Schools were under the supervision of one Head Mistress; but, on the resignation of the late Head Teacher, the schools were separated.

During 1903, the Newcastle Street Boys' and Girls' divisions were also under the supervision of one Head Master, and were classified and counted as one school; but, from the beginning of 1904, a distinct Head Teacher was in charge of each division. They are, therefore, now counted as two schools.

At the close of 1903 there were 262 schools in operation. One of these—Leederville Infants'—was amalgamated with the senior school in 1904. During the year 24 new schools were opened. Two which were closed before 1903 were re-opened, and two which were closed in 1903 were also re-opened. Six schools were closed. Thus there were 290 schools in operation during the year and 284 at the close of the year.

## STATE SCHOOLS

(with an average attendance of over 20).

The year 1903 closed with 159 in operation. Of these, as before mentioned, the Leederville Infants' School was not re-opened, and the Newcastle Street Boys' and Girls' divisions were counted as two schools from the beginning of 1904. Out of this number the following were transferred to the Provisional Class:—

Brookhampton  
Marbro

Mullewa  
Northampton

The following provisional schools were raised to the class of State schools:—

Bejoording  
Broomehill  
Bullsbrook  
Carrolup  
Coolup  
Dandalup  
Dandarragan  
Greenhills

Greenough, Central  
Harvey  
Hoffman Mill  
Mundijong  
Nannine  
Niagara  
Osborne Park  
Williams

The number of State schools was still further increased by the opening of the following new schools:—

Beechboro'  
Fremantle, Intermediate (South Terrace)  
Greenbushes Mill  
Kalgoorlie, South

Lakeside  
Mt. Sir Samuel  
Thomas Street (West Perth)  
Westbrook

From these particulars it will be seen that there were 179 schools belonging to this class in operation during the year, and all these were also open at the end of the year.

## PROVISIONAL SCHOOLS

(with an average attendance of from 10 to 20).

The year 1903 closed with 74 in operation. Of these, 16 schools, as mentioned above, were made State schools. The numbers were also decreased by the transfer of Norlup to the sparsely-peopled districts class, and Newtown to the half-time class. Before the end of the year the following were closed:—

Hamelin  
Lake Austin

Quindanning

The accessions to this class were made up as follows:—Four schools, mentioned above, were transferred from the class of State schools; Lower Chittering, Wannamal (a new school), and Quindalup were transferred from the half-time class, and the following new schools were opened:—

East Beverley  
Boorara  
Heidelberg  
Lake Austin  
Lake Jandabup  
Lyall's Mill  
Meekatharra

Scotsbrook  
Taylor's Well  
Tenterden  
Toolbrunup  
Woolwolling  
Yarling

Cunderdin and Dardanup, which were closed in 1903, were re-opened, and Doodlekine, which was closed before 1903, was also re-opened. Glenlynn, Gullewa, and Yundamindera were transferred from the sparsely-peopled districts class. There were thus 82 in operation during the year, and 79 at the close of the year.

## HALF-TIME SCHOOLS.

The year 1903 closed with 18 in operation. Of these, Chittering, Upper, was closed on 25th March, and Wonnerup on 7th October. A new school was opened at Wannamal, which was worked with North Bindoon until 9th October. Wannamal and Lower Chittering were made provisional schools from 10th October. Quindalup and Wonnerup were continued as half-time schools to 17th July, when the former was made a provisional school, and Newtown was transferred from the provisional list and was worked in conjunction with Wonnerup until the latter school was closed. Ludlow was re-opened, and Newtown and Ludlow were then worked together.

Omitting Lower Chittering, Wannamal, and Quindalup, which are counted with the provisional schools, there were 18 of this class in operation during the year, and 16 at the close of the year.

## SPECIAL SCHOOLS.

There is still no change to record in regard to the number and classification of these schools.

## SPARSELY-PEOPLED DISTRICTS OR HOUSE-TO-HOUSE SCHOOLS.

Last year closed with six in operation. One provisional school, Norlup, fell to this class, but was closed at the end of March, and two—Capel River and Mardo—were opened. Omitting Glenlynn, Gullewa, and Yundamindera, which were transferred to the provisional schools, there were six in operation during the year, and five at the close of the year.

TABLE I.

## A.—Number of Schools in operation some time during the year.

(NOTE.—In cases where schools have been transferred from one class to another, they are entered under the class to which they belonged on the last school day.)

	1903.	1904.
State Schools ... ..	159	179
Provisional Schools ... ..	80	82
Half-time Schools ... ..	19	18
Special Schools ... ..	5	5
House-to-house Schools ... ..	7	6
	270	290
Increase for 1904 ... ..	...	20

## B.—Number of Schools in operation at the end of the year.

	1903.	1904.
State Schools ... ..	159	179
Provisional Schools ... ..	74	79
Half-time Schools ... ..	18	18
Special Schools ... ..	5	5
House-to-house Schools ... ..	6	5
	262	284
Increase for 1904 ... ..	...	22

TABLE II.

## A.—Schools opened during 1904.

Schools.	Date of Opening.	Schools.	Date of Opening.
<b>STATE SCHOOLS—</b>		<b>PROVISIONAL SCHOOLS (continued)—</b>	
1. Beechboro' ... ..	19th January	6. Heidelberg ... ..	6th July
2. Fremantle Intermediate, South Terrace	19th January	7. Lake Austin ... ..	19th January
3. Greenbushes Mill ... ..	24th October	8. Lake Jandabup ... ..	22nd August
4. Kalgoorlie, South ... ..	8th August	9. Lyall's Mill ... ..	5th September
5. Lakeside ... ..	5th September	10. Meekatharra ... ..	8th August
6. Mt. Sir Samuel ... ..	25th January	11. Scotsbrook ... ..	11th July
7. Thomas Street, West Perth	11th April	12. Taylor's Well ... ..	8th June
8. Westbrook (G.S.B.) ... ..	13th June	13. Tenterden ... ..	19th September
<b>PROVISIONAL SCHOOLS—</b>		14. Toolbrunup ... ..	21st January
1. East Beverley ... ..	13th June	15. Wannamal ... ..	22nd June
2. Boorara ... ..	5th September	16. Wolwolling ... ..	23rd May
3. Cunderdin ... ..	Closed 9th July, 1903	17. Yarling ... ..	26th July
4. Dardanup ... ..	Re-opened 1st March	<b>HALF-TIME SCHOOLS—</b>	
5. Doodlekine ... ..	Re-opened 19th January	1. Ludlow ... ..	Re-opened 17th October
	Re-opened 17th October	<b>S.P.D., OR HOUSE-TO-HOUSE SCHOOLS—</b>	
		1. Capel River ... ..	11th April
		2. Mardo ... ..	1st November



## B.—Schools closed during 1904.

School.	Date of closing.	School.	Date of closing.
STATE SCHOOL— Leederville Infants' ... ..	Not re-opened— Amalgamated with Senior School 16th August	HALF-TIME SCHOOLS— Upper Chittering ... .. Wonnerup ... ..	25th March 7th October
PROVISIONAL SCHOOLS— Hamelin ... .. Quindanning ... .. Lake Austin ... ..	24th June 22nd July	P.S.D., OR HOUSE-TO-HOUSE SCHOOL— Norlup ... ..	25th March

TABLE III.

The following table shows a comparison of the attendances in Government Schools for the years 1903 and 1904:—

				No. of distinct schools in operation during year, as classified on last school day.	Enrolment of distinct scholars on last school day.			Average enrolment of distinct scholars.	Average attendance.	Percentage of average attendance to average enrolment.
					Boys.	Girls.	Total.			
1904.										
State Schools	...	...	...	179	12,583	11,290	23,873	24,210	20,414	84
Provisional Schools	...	...	...	82	823	784	1,607	1,572	1,296	82
Half-time Schools	...	...	...	18	119	102	221	220	177	80
Special Schools	...	...	...	5	123	106	229	224	181	81
House-to-house Schools	...	...	...	6	20	29	49	46	43	93
Totals	...	...	...	290	13,668	12,311	25,979	26,272	22,111	84
1903.										
State Schools	...	...	...	159	11,642	10,478	22,120	22,407	18,579	83
Provisional Schools	...	...	...	80	849	785	1,634	1,601	1,272	79
Half-time Schools	...	...	...	19	121	116	237	242	201	83
Special Schools	...	...	...	5	113	102	215	221	172	78
House-to-house Schools	...	...	...	7	25	36	61	61	59	97
Totals	...	...	...	270	12,750	11,517	24,267	24,532	20,283	83
Increase for 1904	...	...	...	20	918	794	1,712	1,740	1,828	1

TABLE IV.

Classification of Schools, as determined by their average attendance:—

	No. in operation some time during year.		No. of Schools open at end of year.	
	1903.	1904.	1903.	1904.
Class I., average attendance, 400 and upwards ... ..	4	8	4	8
" II., " " 300 to 400 ... ..	12	12	12	12
" III., " " 200 to 300 ... ..	11	12	11	12
" IV., " " 100 to 200 ... ..	28	30	28	30
" V., " " 50 to 100 ... ..	30	37	32	37
" VI., " " 20 to 50 ... ..	79	85	79	85
Provisional " " 10 to 20 ... ..	80	82	74	79
Half-time Schools (where two contiguous schools maintain an aggregate average of 16) ... ..	19	18	18	16
House-to-house Schools (in sparsely-peopled districts) ... ..	7	6	6	5
<b>Totals</b> ... ..	<b>270</b>	<b>290</b>	<b>262</b>	<b>284</b>

TABLE V.  
General Progress of Education from 1872 to 1904 inclusive :—

Year.	Government Schools.					Assisted Schools to 1895, Private Schools from 1896.			
	Number of Schools.	Number of individual Scholars on Roll on last School day (including schools closed during year).	Average enrolment for year.*	Average Attendance for year.	Percentage of Attendance to Enrolment.	Number of Schools.	Number of individual Scholars on Roll at end of year.	Average Attendance.	Percentage of Attendance to enrolment at end of year.
1872	60	2,338	...	1,637	70	13	1,137	763	67
1873	64	2,367	...	1,694	71	15	1,064	829	78
1874	66	2,586	...	1,836	71	18	1,244	936	75
1875	58	2,453	...	1,918	78	20	1,305	1,003	77
1876	58	2,475	...	2,004	81	22	1,389	1,097	79
1877	57	2,515	...	2,043	81	21	1,346	1,053	78
1878	68	2,684	...	2,066	77	19	1,386	1,041	75
1879	72	2,719	...	2,127	78	19	1,334	1,029	77
1880	67	2,719	...	2,102	77	19	1,327	1,006	76
1881	72	2,751	...	2,135	78	18	1,253	974	78
1882	75	2,894	...	2,234	77	17	1,157	939	81
1883	77	2,919	...	2,281	78	16	1,142	912	80
1884	74	3,052	...	2,241	73	16	1,221	926	76
1885	77	3,192	...	2,333	73	17	1,287	1,016	79
1886	73	3,169	...	2,322	73	16	1,339	1,024	76
1887	74	3,287	...	2,508	76	16	1,386	1,092	79
1888	77	3,262	...	2,533	78	16	1,417	1,126	79
1889	78	3,310	...	2,517	76	16	1,434	1,108	77
1890	82	3,352	...	2,535	76	19	1,662	1,283	77
1891	85	3,566	...	2,630	74	19	1,779	1,280	72
1892	96	4,032	...	2,902	72	21	1,941	1,422	73
1893	106	4,280	...	3,088	72	21	2,058	1,537	74
1894	116	5,037	...	3,552	71	21	2,381	1,815	76
1895	133	6,451	...	4,685	73	19	2,293	1,708	74
1896	150	9,008	...	6,470	72	56	4,032	3,074	76
1897	167	12,262	*11,493	8,976	78	58	4,546	3,612	79
1898	186	14,424	14,495	10,915	75	87	5,651	4,479	79
1899	207	16,053	15,689	12,465	79	83	5,812	4,359	75
1900	223	18,557	18,055	14,663	81	75	5,462	4,248	78
1901	242	20,548	20,277	16,423	81	77	5,810	4,645	80
1902	250	22,765	22,605	18,448	82	80	6,260	4,922	79
1903	270	24,267	24,532	20,283	83	92	6,757	5,618	83
1904	290	25,979	26,272	22,111	84	93	7,214	5,824	81

\* Not ascertained previous to 1897.

NOTES.—Assisted Schools, etc.—Up to and including 1895 the numbers given are those of the “Assisted” or State-aided Denominational Schools. By “The Assisted Schools Abolition Act, 1895,” all grants in aid to these were abolished from the 31st December of that year. Thereafter, these schools ranked as “Private” schools as distinguished from “Government” schools. The figures for 1896 and onwards include all private schools, secondary as well as primary, though one of the former (the Perth High School) is subsidised by the State. The average attendance, and consequently the percentage of attendance to enrolment at these schools, from 1896, is merely estimated, many of the returns forwarded being obviously incorrect.

Government Schools.—From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of “average attendance” to “average enrolment.”

TABLE VI.  
Enrolment and attendance for each quarter and for the year :—

Quarters.	Number of Individuals on roll on last school day.			Average Enrolment of Distinct Scholars.	Average Attendance.	Percentage of Average Attendance to Average Enrolment.
	Boys.	Girls.	Totals.			
First ... ..	13,220	11,922	25,142	25,061	20,619	82
Second ... ..	13,519	12,238	25,757	25,635	21,562	84
Third ... ..	13,991	12,635	26,626	26,314	22,289	85
Fourth ... ..	13,576	12,259	25,835	26,352	22,496	85
Year ... ..	13,668	12,311	25,979	26,272	22,111	84

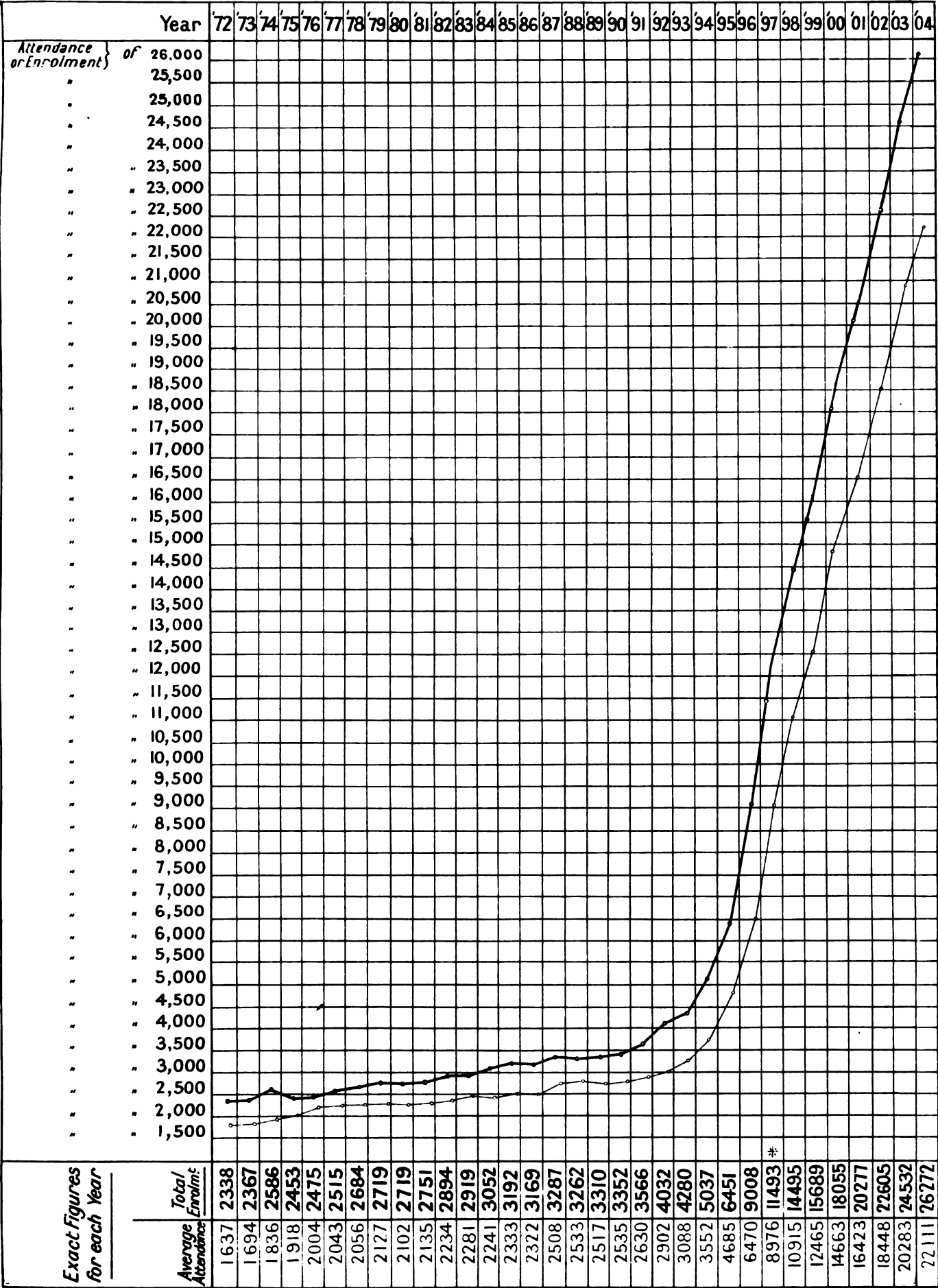
TABLE VII.  
The following Table shows the ages of the children on the roll at the end of the years 1903 and 1904 :—

Year.	Boys.				Girls.				Total (Boys and Girls).				Over-age Children (over 16 years).*	
	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	Boys.	Girls.
1903 ...	1,360	10,816	519	12,695	1,232	9,667	580	11,479	2,592	20,483	1,099	24,174	20	32
1904 ...	1,426	11,481	669	13,576	1,247	10,348	664	12,259	2,673	21,829	1,333	25,835	13	42

\* These are not counted on the rolls. A fee of 6d. per week is paid by each, the amounts being retained by the teacher.

# Diagram showing the Enrolment and Average Attendance in Government Schools from 1872 to 1904.

*\*Enrolment. — Shown in Black.  
Average Attendance „ „ „ „ „ Red.*



*\*From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of "average attendance" to "average enrolment". From that year the average enrolment is shown in lieu of the enrolment.*



TABLE VIII.

Showing the number, sex, and classification of Teachers on 31st December, 1904:—

	A1	A2	A3	B1	B2	C1	C2	Unclasi- fied.	Monitors.	Sewing Mistresses.	Totals.
Head Teachers:											
Males ... ..	3	13	9	44	18	47	21	28	...	...	183
Females ... ..	...	2	3	15	2	18	4	44	...	...	88
											271
Assistant Teachers:											
Males ... ..	...	...	6	18	15	22	13	8	...	...	82
Females ... ..	...	1	1	23	29	88	42	52	...	...	236
											318
Monitors:											
Males ... ..	...	...	...	...	...	...	...	...	35	...	35
Females ... ..	...	...	...	...	...	...	...	...	120	...	120
											155*
Sewing Mistresses	...	...	...	...	...	...	...	...	...	65	65
Totals ... ..	3	16	19	100	64	175	80	132	155	65	809
Totals for 1903 ...	3	15	18	83	57	149	71	104	175	64	739

\* Eight Monitors act also as Sewing Mistresses.

*Teachers of Manual Training and Domestic Economy.*

	Manual Training. All Male.	Domestic Economy. All Female.	Total.
Organising Instructors ... ..	1	1	2
Teachers in charge of centres ... ..	4	3	7
Assistants ... ..	4	2	6
Monitors ... ..	...	2	2
Totals, 1904 ... ..	9	8	17
Totals, 1903 ... ..	8	5	13

*Monitors' Central Classes.*

Superintendent ... ..	...	...	...	...	...	1
Instructor ... ..	...	...	...	...	...	1
Total, 1904 ... ..	...	...	...	...	...	2 (both male teachers).
Total, 1903 ... ..	...	...	...	...	...	2 ( " " " ).

TABLE IX.

*Orphanage Schools and Industrial Schools, 1904.*

	Number of Individual Children on Roll last School Day.			Average Enrolment for Year.	Average Attendance for Year.
	Boys.	Girls.	Total.		
Clontarf Orphanage, Senior (Roman Catholic) ... ..	33	...	33	31	31
Do. Junior (Roman Catholic) ... ..	44	...	44	51	51
Perth Protestant Girls' Orphanage (Church of England) ... ..	...	67	67	67	65
St. Joseph's Orphanage, Girls' (Roman Catholic) ... ..	...	87	87	85	85
Glendalough Industrial (Roman Catholic) ... ..	52	...	52	48	48
Subiaco Industrial (State) ... ..	28	9	37	34	33
Swan Orphanage, Boys' (Church of England) ... ..	78	...	78	76	73
Swan Native and Half-caste Mission (Church of England) ... ..	8	21	29	31	29
Collie Industrial School, Boys' (Salvation Army) ... ..	54	...	54	48	45
Do. Girls' (Salvation Army) ... ..	...	30	30	33	27
Redhill Industrial School, Swan (Church of England) ... ..	19	...	19	13	13
	316	214	530	517	500
Ages of those on Roll—					
Under 6 years ... ..	12	12	24		
Between 6 and 14 years ... ..	274	193	467		
Over 14 years ... ..	30	9	39		
	316	214	530		

## INSPECTION.

Two hundred and fifty-seven schools received an annual inspection visit. From the awards it will be seen that 182, or 70 per cent., were classified as "Fair" or higher. In 1903, 78 per cent. were so marked. It should, however, be remembered that the classification is awarded on no fixed basis. The standard of efficiency expected from the schools has increased yearly.

Thirty-three schools did not receive an annual inspection visit. Most of these were new schools opened late in the year. In a few cases the distance was too great to admit of the visit being made. As the Roman Catholic Schools in the Geraldton, Murchison, and Northern Districts were not visited in 1903, the inspector visited these schools in lieu of his visit to the North-West.

Two hundred and twelve schools received visits of inspection without notice. In many instances, two or more visits of this nature were paid to the same school. Seventy-five per cent. of the schools inspected were classed from "Excellent" to "Fair." In 1903, 82 per cent. was obtained, but here again the standard of efficiency has been raised.

The following tabulation shows further details in reference to these inspections:—

1 Inspector.	2 No. of Schools fully Inspected.	3 No. of Schools Inspected for classification of Scholars.	4 Schools not inspected.	Remarks on column 4.
J. P. Walton (Chief Inspector)	36	...	Bicton... ..	New school.
J. H. McCollum ... ..	62	...	Lake Jandabup ... ..	New school.
			Heidelberg ... ..	Reopened late in year.
			Ludlow ... ..	New school.
			Lyall's Mill ... ..	Closed.
E. H. Robertson, M.A. ... ..	47	1	Hamelin ... ..	New school.
			Boorara ... ..	Reopened late in year.
			Doodlekine ... ..	New school.
			Kalgoorlie, South ... ..	New school.
			Lakeside ... ..	New school.
			Mount Sir Samuel ... ..	New school.
			Wiluna ... ..	Distance.
R. Gamble ... ..	53	1	Badjanning ... ..	Closed.
			Denmark Mill ... ..	Closed temporarily.
			East Beverley ... ..	New school.
			Quindanning... ..	Closed.
			Silver Hills ... ..	New school.
			Taylor's Well ... ..	New school.
			Tenterden ... ..	New school.
			Woolwolling ... ..	New school.
			Yarling ... ..	New school.
Wallace Clubb, B.A. ... ..	55	2	Broome ... ..	Distance.
			Carnarvon ... ..	Distance.
			Chittering, Upper ... ..	Closed.
			Darradup ... ..	Closed temporarily.
			Greenbushes Mill ... ..	New school.
			Lake Austin ... ..	Closed.
			Mardo ... ..	New school.
			Meekatharra ... ..	New school.
			Norlup ... ..	Closed.
			Peak Hill ... ..	Closed.
			Roebourne ... ..	Distance.
			Sharks Bay ... ..	Distance.
Total ... ..	253	4	33	

In addition to the above, the following Orphanages and Industrial Schools were paid Annual Inspection visits:—

Schools.	Orphanages.	Industrial Schools.
Cue Convent.	Perth Protestant (Church of Eng- land).	Subiaco (State).
Day Dawn Convent.		Glendalough (Roman Catholic).
Geraldton Convent High School.	Subiaco Girls' (Roman Catholic).	Collie Boys' and Girls' (Salvation Army).
Geraldton Convent.	Swan Boys' (Church of England).	
Greenough " (St. Thomas's).	Swan Native and Half-Caste Mission (Church of England).	
" " (St. John's).	Clontarf (Roman Catholic).	
" Central Convent.		
Northampton Convent.		

The following table shows the marks awarded to schools on the annual inspection visit:—

	Excellent.	Very good.	Good.	Very fair.	Fair.	Weak.	Very weak.	Bad.	Total.
J. P. Walton (Chief Inspector) ... ..	3	6	5	17	5	...	...	...	36
J. H. McCollum ... ..	...	2	5	9	24	20	...	2	62
E. H. Robertson, M.A. ... ..	...	5	9	12	11	9	...	1	47
R. Gamble ... ..	1	3	5	8	19	17	...	...	53
Wallace Clubb, B.A. ... ..	...	...	6	7	20	15	1	6	55
Totals ... ..	4	16	30	53	79	61	1	9	*253

\* Plus 4 for classification of scholars only.

#### Inspection without Notice.

Table showing the number of such visits and the marks awarded:—

	Excellent.	Very good.	Good.	Very fair.	Fair.	Weak.	Bad.	Total.
J. P. Walton (Chief Inspector) ... ..	2	2	9	9	9	4	...	35
J. H. McCollum ... ..	...	...	3	12	26	12	...	53
E. H. Robertson, M.A. ... ..	...	1	7	8	11	2	...	29
R. Gamble ... ..	...	1	5	10	22	9	2	49
Wallace Clubb, B.A. ... ..	...	...	2	4	17	19	4	46
Totals ... ..	2	4	26	43	85	46	6	212

## MANUAL TRAINING AND DOMESTIC ECONOMY.

**Woodwork.**—The number of scholars who received instruction in woodwork during the year amounts to 2,291, an increase of 580 over the number for 1903. On the last school day there were 1,441 scholars receiving instruction as compared with 1,196 in 1903; and the average enrolment had increased from 1,126 to 1,479. An additional centre was opened in Perth, and new classes were commenced at the following schools:—Albany, Drakesbrook, Newcastle, Pinjarra, and Wagin. Picton was re-opened in March; Cookernup was closed in April, owing to change of teacher.

**Cookery.**—Here, too, the figures show an increase, so far as the number who received instruction is concerned. In 1903, 807 girls received instruction; for 1904, the number is 946. The average enrolment stands at 503 as compared with 417.

**Laundry.**—The number who received instruction in this subject has increased from 109 in 1903 to 183 in 1904, and the number of pupils on the roll from 71 to 98. The average enrolment was 72 in 1903, and 98 in 1904. The Fremantle centre was not re-opened until the 1st August.

**Housewifery.**—Classes in this subject have been established for the first time. A centre was opened at Perth in July, at which 66 scholars received instruction, and on the last school day there were 55 on the roll. The average attendance was 58.

		Number of Scholars enrolled in Class during the Year.	Number of distinct Scholars on Roll last day Classes open.	Average enrol- ment for Year.	No. of Days Open.	No. of Classes held.	Total Attend- ances made.	Average Attendance.		Remarks.	
								Per Day.	Per Class.		
Boys' Classes.											
Woodwork—											
Albany ... ..	97	40	70	93	93	1,473	16	16	Opened 11th April		
Armadales ... ..	15	8	8	46	46	326	7	7			
Boulder ... ..	236	144	146	164	328	5,190	32	16			
Bunbury ... ..	53	40	40	85	85	1,616	19	19	Closed, April		
Claremont ... ..	110	75	79	86	172	2,961	34	17			
Cookernup ... ..	9	8	8	22	22	161	7	7			
Coolgardie ... ..	121	71	66	82	164	2,255	27	14	Opened 7th June		
Day Dawn ... ..	23	13	12	39	39	409	10	10			
Donnybrook ... ..	24	10	15	31	31	385	12	12			
Drakesbrook ... ..	10	8	9	54	54	454	8	8	Opened 3rd June		
Fremantle ... ..	294	192	194	212	417	7,496	35	18			
Kalgoorlie ... ..	240	146	147	158	316	4,806	30	15			
Leederville ... ..	202	136	137	163	326	5,315	33	16	Opened 22nd February Reopened March Opened 15th April Opened 19th April		
Midland Junction ... ..	156	88	97	153½	210	3,406	22	16			
Mornington Mill ... ..	11	7	6	88	88	484	5	5			
Newcastle ... ..	14	12	9	24	24	191	8	8	Opened 15th April		
Northam ... ..	88	64	42	114	114	1,576	14	14			
Perth No. 1 ... ..	266	172	181	194	387	6,352	33	16			
Perth No. 2 ... ..	284	175	185	194	388	6,593	34	17	Opened 15th April		
Picton ... ..	11	8	8	38	38	278	7	7			
Pinjarra ... ..	16	14	10	65	65	570	9	9			
Wagin ... ..	11	10	10	66	66	534	8	8	Opened 19th April		
Total, 1904 ... ..	2,291	1,441	1,479	...	3,473	52,829	410	...			
Total, 1903 ... ..	1,711	1,196	1,126	...	2,429	37,102	331	...			
Girls' Classes.											
Cookery—											
Albany ... ..	65	47	46	126	126	1,342	11	11	Opened 11th April		
Boulder ... ..	158	58	54	92	186	1,847	20	10			
Claremont ... ..	77	41	45	72	140	1,346	19	10			
Fremantle ... ..	241	61	107	162½	317	3,871	24	12	Opened 15th April		
Kalgoorlie ... ..	148	22	59	95	190	1,932	20	10			
Leederville ... ..	103	84	88	75	149	1,891	25	13			
Perth ... ..	154	78	104	200	297	3,833	19	13	Opened 15th April		
Total, 1904 ... ..	946	391	503	...	1,405	16,062	138	...			
Total, 1903 ... ..	807	448	417	...	1,140	13,151	99	...			
Laundry—											
Fremantle ... ..	64	52	56	42	83	820	20	10	Reopened 1st August		
Perth ... ..	119	46	42	148	138	1,334	9	10			
Total, 1904 ... ..	183	98	98	...	221	2,154	29	...			
Total, 1903 ... ..	109	71	72	...	170	1,453	25	...	Opened 25th July		
Housewifery—											
Perth ... ..	66	55	58	...	94	925	10	10			
Grand Total, Boys and Girls, 1904 ... ..		3,486	1,985	2,138	...	5,193	71,970	587	...		
Do. 1903 ... ..		2,627	1,715	1,615	...	3,739	51,706	455	...		

## EVENING SCHOOLS.

The year 1903 closed with seven in operation. Boranup and Maylands were not reopened, and Jarrahdene and Karridale were closed during the year. From July, the Boulder Evening and Technical Classes, which were formerly under the control of the Local Committee of Management, were handed over to this Department and the results for the year will be found under the heading of Technical Schools. Classes were opened during the year at Jarrahdale No. 6 Mill, and Manual Training Classes were commenced at Fremantle and Midland Junction.

Excluding the Boulder, classes were in operation in six Districts at the end of the year.

—	Staff last School Week.					Number of Distinct Pupils on Roll last School Week.			Average enrolment of Distinct Pupils for the Year.	Average attendance for the Year.	Amount received in Fees during the Year.	
	Head Teachers.		Assistants.		Total.							
	M.	F.	M.	F.		M.	F.	Total.				
Perth ... ..	1	...	6	2	9	80	42	122	110	†	£ 151 18 3	Opened 9th May. Closed 24th June. Closed 22nd July.
Fremantle* ... ..	...	...	7	3	10	77	48	125	119	†	255 2 10	
Kalgoorlie* ... ..	...	...	4	1	5	34	11	45	47	†	107 17 6	
Jarrahdale No. 6 ...	1	...	...	...	1	13	...	13	17	9	...	
Jarrahdene ... ..	1	...	...	...	1	7	1	8	13	10	...	
Karridale ... ..	1	...	...	...	1	16	...	16	17	15	...	
Fremantle Manual Training ... ..	1	...	...	...	1	11	...	11	12	5	...	Opened March.
Midland Junction Manual Training	1	...	...	...	1	7	...	7	6	5	...	do.
Total ... ..	6	...	17	6	29	245	102	347	341	...	...	
Deduct for Schools closed ... ..	2	...	...	...	2	23	1	24	30	...	...	
Net result for year	4	...	...	...	27	222	101	323	311	...	...	

\* These classes are under the direction and control of a local committee, who receive from the Department a £ for £ subsidy on all fees received. † The average attendance of individual pupils is not ascertained.

## Perth Evening Classes.

Subjects.	Number of Students on Roll last School-day.			Average weekly Enrol- ment for Year.	Average Attend- ance for Year.	Remarks.
	Males.	Females.	Total.			
ELEMENTARY—						
Arithmetic ... ..	31	6	37	36	28	First and Second Terms only.
Composition ... ..	18	5	23	26	20	
English ... ..	31	6	37	35	23	
Reading ... ..	8	1	9	12	10	
History ... ..	20	3	23	27	21	
Writing and Dictation ... ..	27	6	33	31	25	
Drawing ... ..	15	3	18	13	10	
Mensuration ... ..	28	3	31	26	21	
ADVANCED OR SPECIAL—						
Algebra ... ..	2	...	2	4	3	Second Term only.
Euclid ... ..	2	...	2	4	4	
Arithmetic ... ..	6	...	6	6	5	
Latin ... ..	3	...	3	6	5	
English ... ..	4	...	4	5	4	
Geometry ... ..	4	...	4	3	3	
Geography ... ..	4	...	4	4	4	
History ... ..	3	...	3	4	4	
French ... ..	1	...	1	1	1	
Book-keeping ... ..	12	5	17	16	12	
Shorthand ... ..	7	3	10	12	9	
Dress-cutting ... ..	...	21	21	17	15	
Cookery ... ..	...	7	7	6	5	
Woodwork ... ..	21	...	21	21	17	



*Fremantle Technical and Evening Classes.*

Subject.	Number of Students on Roll last School-day.			Average weekly Enrolment for Year.	Average Attendance for Year.	Remarks.
	Males.	Females.	Total.			
Arithmetic and Algebra ... ..	9	3	12	10	7	First and fourth terms only.
Art ... ..	1	8	9	11	9	
Book-keeping ... ..	2	...	2	3	2	
Drawing ... ..	2	4	6	6	5	
Dress-cutting ... ..	...	9	9	9	9	
Electrical Engineering ... ..	13	...	13	14	11	First term only.
Elementary ... ..	18	...	18	20	15	
German ... ..	4	5	9	10	8	
Machine Drawing ... ..	5	...	5	5	3	
Mechanics ... ..	20	...	20	21	18	
Steam ... ..	12	...	12	11	9	
Shorthand ... ..	18	19	37	38	30	
Shorthand (speed) ... ..	2	6	8	9	7	

*Kalgoorlie Evening School.*

Subject.	Number of Students on Roll last School-day.			Average weekly Enrolment for Year.	Average Attendance for Year.	Remarks.
	Males.	Females.	Total.			
Elementary... ..	11	3	14	16	13	Opened May. First term only.
Bookkeeping ... ..	6	2	8	8	7	
Electricity ... ..	5	...	5	7	6	
Shorthand ... ..	7	2	9	10	7	
Do. (speed) ... ..	5	1	6	5	4	
Dresscutting ... ..	...	4	4	5	5	
Woodwork ... ..	6	...	6	6	4	

**TECHNICAL CLASSES.**

At the beginning of the year the branch of the Western Australian School of Mines at Coolgardie was transferred by the Mines Department to this Department.

The school is under the directorship of Mr. E. A. Penny, formerly first assistant at the Perth Technical School, and later first assistant of the Coolgardie School of Mines. Evening classes were opened at Bonnievale, and are worked as a branch of the Coolgardie Technical School.

Evening classes were commenced during the year at Midland Junction and Cue, but at the latter place these classes were only continued for a few weeks.

As stated under Evening Schools, the Boulder classes are now under the direct control of this Department.

**PERTH TECHNICAL SCHOOL—STAFF.**

ALEX. PURDIE, M.A., A.O.U.S.M.	...	Director of Technical Education.
RALPH S. FLETCHER	...	Secretary.
FRED. C. STOCKWELL, A.S.A.S.M.	...	Lecturer in Chemistry, Assaying, etc.
HARRY ADAMS	...	First Assistant
PHILLIP ADAMS	...	Second Assistant
ARCHIE MACFARLANE	...	Cadet
J. B. ALLEN, B.Sc.	...	Lecturer in Physics and Mathematics.
HERBERT J. CLUCAS, B.C.E.	...	First Assistant in Physical Laboratory.
I. H. BOAS, B.Sc.	...	Second Assistant.
ORDE POWELL	...	Carpentry Instructor.
FRED. G. PEARCE	...	Assistant Carpentry Instructor.
HENRY STEPHEN	...	Blacksmithing Instructor.
J. W. R. LINTON	...	Art Instructor.
DAVID EDGAR	...	Assistant Art Instructor.
WILLIAM HOWITT	...	Wood-carving Instructor (evening).
GEORGE STIEZAKER	...	Wood-carving Instructor (day).
LOUI BENHAM	...	Art Needlework Instructor.
W. H. C. JAMES	...	Mechanical Drawing Instructor.
THOMAS BROOKS	...	Plumbing Instructor.
DAVID LESSELS	...	Fitting and Turning Instructor.
DUNCAN McDUGALL	...	Instructor in Practical Plane and Solid Geometry (Perth and Midland Junction) and Elementary Mathematics (Midland Junction).
EDWARD MAYHEW, F.L.S.	...	Lecturer in Materia Medica and Botany.
ORIEL GRATTAN	...	Photography Instructor.
HERBERT LONGBOTTOM	...	Pattern-making Instructor.
GEORGE T. TICKLE	...	Engine-driving Instructor.
(To be appointed)	...	Lecturer in Mechanical Engineering and Surveying.

## "A."

Subject.	Number of Students last school day.			Average Enrolment for Year.	Average Attendance for Year.	Remarks.
	Male.	Female.	Total.			
Art ... ..	1	19	20	15	5	
Art (Advanced) ... ..	8	11	19	17	13	
Art (Elementary) ... ..	5	3	8	11	9	
Assaying (First Year) ... ..	2	...	2	2	1	
... ..	2	...	2	2	...	
... ..	1	...	1	1	...	Opened August.
Assaying (Second Year) ... ..	2	...	2	2	1	Opened July.
... ..	2	...	2	3	1	Not held 4th term.
Chemistry (First Year) ... ..	2	...	2	2	1	
... ..	4	...	4	5	1	
... ..	12	...	12	14	5	
Chemistry (Second Year) ... ..	1	...	1	1	...	Opened 7th to 21st October only.
... ..	6	...	6	5	3	
... ..	4	...	4	5	2	
Chemistry (Third Year) ... ..	2	...	2	3	1	
Chemistry (Colleges) ... ..	38	...	38	47	37	
Mathematics (First Year) ... ..	4	...	4	7	5	
Mathematics (Applied) ... ..	1	...	1	1	1	
Mathematics (Preparatory) ... ..	9	...	9	7	5	
... ..	32	...	32	36	19	
Mathematics (Third Year) ... ..	1	...	1	1	1	Opened 1st term only.
Mineralogy ... ..	3	...	3	3	1	Opened 1st term only.
... ..	4	...	4	4	2	
... ..	2	...	2	2	1	
Physics (First Year) ... ..	4	...	4	4	3	
... ..	20	...	20	24	17	
Physics (Second Year) ... ..	1	...	1	1	1	
Physics (Training College) ... ..	4	...	4	8	8	
Wood-carving ... ..	2	10	12	11	8	Opened 31st August.
... ..	4	5	9	9	7	
Art, Needlework ... ..	...	2	2	2	2	Opened 2nd November.
Blacksmithing ... ..	3	...	3	5	3	
Carpentry ... ..	33	...	33	35	24	
Carpentry, High School ... ..	15	...	15	15	7	
Electricity ... ..	4	...	4	5	4	
Engine-driving ... ..	12	...	12	14	10	
Fitting and Turning ... ..	15	...	15	12	4	
Geology ... ..	1	...	1	1	1	Opened 1st term only.
Geometry, Practical Plane and Solid ... ..	9	...	9	8	6	
Mathematics Arts ... ..	1	...	1	1	1	
Mechanical Drawing ... ..	21	...	21	24	16	
Mechanics (Elementary) ... ..	1	...	1	1	1	Opened 4th term.
Pattern-making ... ..	2	...	2	3	2	
Pharmacy ... ..	7	...	7	7	6	
Photography ... ..	7	...	7	7	5	
Plumbing ... ..	28	...	28	26	9	

## Coolgardie Technical School.

Subject.	Number of Students on Roll last School-day.			Average weekly Enrolment for Year.	Average attendance for Year.	Remarks.
	Males.	Females.	Total.			
Assaying (1st year) ... ..	2	...	2	3	2	
Do. (2nd " ) ... ..	1	...	1	1	1	
Chemistry (1st " ) ... ..	11	...	11	8	6	
Do. (2nd " ) ... ..	1	...	1	7	...	1st term only.
Electricity ... ..	4	...	2	3	2	
Engine-driving ... ..	8	...	8	5	3	
Geometry, Practical, Plane and Solid ... ..	3	...	3	3	2	
Ordinary Subjects (Evening)* ... ..	13	...	13	12	8	
Mathematics, Preparatory (Evening) ... ..	7	...	7	9	4	
Mathematics (1st year) ... ..	2	...	2	2	2	
Mathematics, Preparatory (Morning) ... ..	2	...	2	2	1	Opened, August.
Physics (1st year) ... ..	2	...	2	2	2	
Woodworking ... ..	12	...	12	10	8	

\* Five Subjects in all.

*Boulder Evening and Technical Classes.*

Subject.	Number of Students on Roll last School-day.			Average weekly enrolment for year.	Average attendance for year.	Remarks.
	Males.	Females.	Total.			
Advanced ... ..	5	...	5	5	3	
Elementary (1st stage) ... ..	8	...	8	9	6	
Do. (2nd stage) ... ..	5	...	5	8	5	
Book-keeping ... ..	8	...	8	6	4	
Engine-drivers ... ..	10	...	10	8	5	First term only
Magnetism and Electricity (Elementary)	7	...	7	6	5	
Do. do. (Intermediate)	8	...	8	7	5	First term only.
Do. do. (Advanced) ... ..	6	...	6	9	6	
Mechanical Drawing ... ..	14	...	14	12	9	
Shorthand ... ..	4	2	6	10	7	
Surveying ... ..	5	...	5	5	4	
Woodwork ... ..	2	...	2	5	4	
Dress-cutting ... ..	...	2	2	4	4	

*Bonnievale Technical School.*

Subject.	Number of Students on Roll last School Day.			Average Enrolment for year.	Average Attendance for year.
	Males.	Females.	Total.		
Ordinary Subjects * ... ..	5	...	5	8	7
Mathematics, Preparatory ... ..	6	...	6	7	6

*Midland Junction Technical.*

Mechanical Drawing ... ..	14	...	14	18	13
Mathematics, Preparatory ... ..	4	...	4	6	4

\* Six subjects in all.

## " B "

	Number of Individual Students on Roll during term.			Number of Lecturers or Instructors.	Number of Subjects Taught.	Number of Weeks Open.	Fees Received.	Total Number of Students in all classes during each term.		
	Males.	Females.	Total.					Males.	Females.	Total.

*Perth Technical.*

										£	s.	d.			
First Term	...	...	254	42	296	22	43	10	431	15	3	324	42	366	
Second "	...	...	304	38	342	22	43	10	178	0	11	383	52	435	
Third "	...	...	330	43	373	24	44	10	199	17	5	389	47	436	
Fourth "	...	...	220	45	265	26	45	10	155	19	11	294	50	344	

*Boulder.*

First Term	...	...	73	4	77	11	12	12	68 6 6	94	4	98
Second "	...	...	63	7	70	10	10	11	53 14 6	84	7	91
Third "	...	...	72	7	79	9	11	11	63 13 2	77	7	84
Fourth "	...	...	52	4	56	11	10	9	31 18 7	57	4	61

*Coolgardie.*

First Term	...	...	37	2	39	6	15	11	92 0 0	50	2	52
Second "	...	...	49	1	50	6	15	11	36 9 1	52	1	53
Third "	...	...	55	...	55	6	15	13	33 19 0	64	...	64

*Bonnievale.*

First Term	...	...	21	...	21	1	7	11	11 17 0	21	...	21
Second "	...	...	11	...	11	1	7	14	4 14 6	11	...	11

*Midland Junction.*

First Term	...	...	26	...	26	1	2	5	6 0 0	26	1	27
Second "	...	...	23	...	23	1	2	10	11 5 6	25	...	25
Third "	...	...	18	...	18	1	2	10	8 6 6	19	...	19

*Technical and Evening Schools.—Return showing Ages of individual Students on Roll at end of Year.*

	Males.			Females.			Both Sexes.			Totals.
	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	
Perth Technical School ... ..	30	84	106	...	9	36	30	93	142	265
Perth Evening Classes ... ..	41	14	25	14	12	16	55	26	41	122
Fremantle Evening Classes ... ..	36	35	6	19	24	5	55	59	11	125
Boulder Evening Classes ... ..	12	10	30	2	2	...	14	12	30	56
Kalgoorlie Evening Classes ... ..	8	12	14	3	...	8	11	12	22	45
Coolgardie Technical ... ..	17	12	26	...	...	...	17	12	26	55
Midland Junction Technical ... ..	7	6	5	...	...	...	7	6	5	18
Bonnievale Technical ... ..	...	...	11	...	...	...	...	...	11	11
Fremantle Evening Manual Training ...	1	...	10	...	...	...	1	...	10	11
Midland Junction Evening Manual Training ...	4	2	1	...	...	...	4	2	1	7
Jarrahdale No. 6 ... ..	3	5	5	...	...	...	3	5	5	13
	159	180	239	38	47	65	197	227	304	728

RELIGIOUS INSTRUCTION, 1904.

A.—SPECIAL RELIGIOUS INSTRUCTION.

*Return showing particulars of the Churches availing themselves of the provision of Section 18 of 57 Vict., No. XVI.*

Churches.	Number of Schools visited.	Number of visits made.	Total Number in Average Attendance.	Number withdrawn in accordance with parents written request.
Church of England ... ..	135	3,693	6,257	16
Methodist ... ..	63	1,557	3,417	7
Presbyterian ... ..	27	834	644	3
Congregational ... ..	18	631	316	...
Baptist ... ..	17	473	284	...
Roman Catholic ... ..	21	130	294	2
Church of Christ ... ..	2	83	75	...
	*	7,401	11,287	28

\* Special religious instruction has been given in 151 distinct schools.

B.—GENERAL RELIGIOUS INSTRUCTION.

This instruction, which excludes dogmatic or polemical theology, is given in all schools. The number of children withdrawn from it, in accordance with the written request of parents, amounted to 1,114, made up as follows: Roman Catholics, 989; Hebrew, 33; Seventh Day Adventist, 26; no denomination, 22; Church of England, 15; Methodist, 13; Presbyterian, 7; Church of Christ, 5; Baptist, 2; Christadelphian and Congregational, 1 each.

THE RHODES SCHOLARSHIPS.

These scholarships are worth £300 a year each for a three years' course at Oxford. Australia receives eighteen of the scholarships, one student to be selected from each State of the Commonwealth every year.

The first Western Australian scholar was elected at the beginning of the year, the successful candidate being James Leonard Walker, a pupil from the Perth High School, who is now studying at Oxford.

The selection committee for this State consists of His Excellency the Governor (in his private capacity), the Chief Justice, and the Inspector General of Schools.

## GOVERNMENT EXHIBITIONS.

These were first instituted in 1897, when, on 1st July, regulations were gazetted offering eight, of the value of £25 each, for competition among candidates of either sex, between the ages of 14 and 18 years, who had resided in the State for at least two years. In 1898 the regulations governing these Exhibitions were altered. Five Senior Exhibitions, of the value of £25 each, and Five Junior, of the value of £15 each, were offered, subject to the same condition as to residence. In this year there was also an alteration in the mode of setting and examining papers. The results of the Adelaide University Junior and Senior Examinations were to decide the winners of the Junior and Senior Exhibitions respectively. In 1900 there was added to the other Exhibitions a University Exhibition of the value of £150 a year, tenable for three years, to be held at any recognised University in the British Empire. The competition for this is restricted to boys under 19 years of age who have completed three years' residence in the State. The award is made on the combined results of the Adelaide University Senior and Higher Public Examinations, but no marks are counted for any subject unless 45 per cent. of the maximum obtainable for that subject is obtained.

In 1901 the method of awarding Senior Exhibitions was brought into consonance with that for the University Exhibition, and for the Junior Exhibitions it was also decided to fix 45 per cent. as the minimum to be obtained in any subject, in order that the marks may count towards the Exhibition.

In 1904 the number of Junior Exhibitions was increased from five to eight.

The following list shows the winners of these Exhibitions in 1904:—

## UNIVERSITY EXHIBITION.

Stanley J. Cantor ... .. Christian Brothers' College, Perth

## SENIOR EXHIBITIONS.

George G. Campbell ... .. Scotch College, Perth  
 Charles L. Riley ... .. High School, Perth  
 Leslie C. Reedy ... .. Christian Brothers College, Perth  
 Angus S. Ferguson ... .. Christian Brothers College, Perth  
 Alexander Juett ... .. Christian Brothers College, Perth

## JUNIOR EXHIBITIONS.

John W. Horan... .. Christian Brothers College, Perth  
 Stanley G. Cross \* ... .. High School, Perth  
 Laurence J. McDowall ... .. Christian Brothers College, Perth  
 Elgar C. O'Mahony ... .. Christian Brothers College, Perth  
 Malcolm J. McCollum... .. Scotch College, Perth  
 Reginald Parry... .. Scotch College, Perth  
 Cecilia Denman ... .. Sacred Heart Convent, Highgate  
 Frank W. Dorney ... .. Boys' School, Perth  
 Wilfred J. Shepherd \*... .. Boys' School, Perth

\* When it was ascertained that S. G. Cross could not fulfil the requirements of the Regulations as to continuing at school in order to retain the Exhibition, it was awarded to Wilfred J. Shepherd.

The following Table shows the results for the past seven years:—

Year.	University Exhibition.		Senior Exhibitions.		Junior Exhibitions.		Total Exhibitions.	
	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of individual Competitors
1897 ... ..	...	...	...	...	...	...	8	16
1898 ... ..	...	...	5	5	5	8	10	13
1899 ... ..	...	...	5	6	5	21	10	27
1900 ... ..	1	*6	4	4	5	20	10	26
1901 ... ..	1	*6	5	9	5	16	11	27
1902 ... ..	1	†4	4	9	7	26	12	35
1903 ... ..	1	‡13	5	13	5	23	11	38
1904 ... ..	1	§11	5	21	8	40	14	62
	5	40	33	67	40	154	86	244

\* Four of these also competed for Senior Exhibitions, and are included under that heading.

† All these also competed for Senior Exhibitions, and are included under that heading.

‡ Eleven of these also competed for Senior Exhibitions, and are included there.

§ Ten of these also competed for Senior Exhibitions, and are included there.

## EFFICIENT PRIVATE SCHOOLS.

The following is a list of the private schools in the State which have been gazetted during 1904. These are not examined on the same basis as Government Schools, and are only declared efficient for the purpose of the Act in reading, writing, arithmetic, spelling, and geography.

NOTE.—This list is not exhaustive, as there are other private "schools" where the number in attendance is below eight. These are not recognised by the Department as Efficient Schools, but the instruction imparted there may be deemed sufficient excuse for exemption from attendance at an Efficient School. In some few other cases visits of inspection could not be paid before the end of the year.

Albany	...	...	...	...	...	*Mrs. Watkin's School
Do	...	...	...	...	...	Otto Berlinger
Do	...	...	...	...	...	Convent High School
Do	...	...	...	...	...	Convent Primary School
Beaconsfield	...	...	...	...	...	Sacred Heart Convent School
Do	...	...	...	...	...	Miss Morton's School
Boulder	...	...	...	...	...	Convent School
Bunbury	...	...	...	...	...	Convent School
Do South	...	...	...	...	...	Misses Hanson, Girls' High School
Do do	...	...	...	...	...	St. Mary's Convent
Busselton	...	...	...	...	...	Sacred Heart Convent
Claremont	...	...	...	...	...	*Ladies College (Miss L. Fenton)
Do	...	...	...	...	...	Loretto Convent, Osborne
Do	...	...	...	...	...	Ladies' College (Miss Allen)
Collie	...	...	...	...	...	Presentation Convent School
Coolgardie	...	...	...	...	...	Convent School
Cottesloe	...	...	...	...	...	High School (Miss Nisbet)
Fremantle	...	...	...	...	...	Ladies' College, and Boys' Intermediate School (Misses Bird)
Do	...	...	...	...	...	*Central School, Wesley Hall (Miss S. Hancock)
Do	...	...	...	...	...	Miss Cragg's School, Temperance Hall
Do	...	...	...	...	...	St. Joseph's Convent School
Do	...	...	...	...	...	St. Joseph's Convent Infants' School
Do	...	...	...	...	...	St. Patrick's School (Boys')
Do	...	...	...	...	...	Christian Brothers' High School
Fremantle, East	...	...	...	...	...	Miss Lucy Allen's School, Richmond
Do	...	...	...	...	...	Sacred Heart Convent High School
Fremantle, North	...	...	...	...	...	Convent School
Geraldton	...	...	...	...	...	Convent School
Do	...	...	...	...	...	Convent High School
Greenough	...	...	...	...	...	Convent School
Do Back Flats	...	...	...	...	...	Convent School
Do North B.F.	...	...	...	...	...	Convent School
Guildford	...	...	...	...	...	†Grammar School
Do	...	...	...	...	...	Convent School, Woodbridge
Gwalia	...	...	...	...	...	Convent
Highgate	...	...	...	...	...	Sacred Heart Convent School
Do	...	...	...	...	...	†Sacred Heart Convent High School
Kalgoorlie	...	...	...	...	...	Convent School
Do	...	...	...	...	...	High School for Girls (Sisters of the Church)
Do	...	...	...	...	...	Miss Watson's School
Kamballie	...	...	...	...	...	Convent School
Kanowna	...	...	...	...	...	St. Patrick's R.C. School
Leederville	...	...	...	...	...	Convent School
Menzies	...	...	...	...	...	Convent School
Midland Junction	...	...	...	...	...	Convent School
Do	...	...	...	...	...	*Miss Braddock's
Newcastle	...	...	...	...	...	Convent School
Northam	...	...	...	...	...	Convent School
Do	...	...	...	...	...	Miss Carlton's School
Do	...	...	...	...	...	St. Anthony's Convent
Perth	...	...	...	...	...	Christian Brothers' School (St. Patrick's)
Do	...	...	...	...	...	Loretto Convent, Adelaide Terrace
Do	...	...	...	...	...	Mrs. Jones' School, Mount Street
Do	...	...	...	...	...	†Miss Best's High School for Girls
Do	...	...	...	...	...	†Boy's High School a
Do	...	...	...	...	...	†Christian Brothers' College
Do	...	...	...	...	...	†Scotch College b
Do	...	...	...	...	...	Lemyn Ladies' College (Miss Thursfield)
Do	...	...	...	...	...	Miss Palmer's School, Beaufort Street
Do	...	...	...	...	...	Wicklyffe Ladies College (Misses Carroll)
Do	...	...	...	...	...	Ladies' College, Havelock Street (Misses Tyndall and Hill)
Do	...	...	...	...	...	St. Joseph's Convent (Girls')
Do	...	...	...	...	...	St. Joseph's Convent (Infants')
Do	...	...	...	...	...	Ladies' College (Convent), Victoria Square
Do	...	...	...	...	...	Miss Messer's College, Mount Street
Do	...	...	...	...	...	Perth College, Colin Street (Sisters of the Church)
Perth, West	...	...	...	...	...	St. Brigid's Convent
Do	...	...	...	...	...	St. Brigid's Convent (infants')
Do	...	...	...	...	...	St. Brigid's Ladies' College
Roebourne	...	...	...	...	...	Presentation Convent School
Southern Cross	...	...	...	...	...	*Convent School
Subiaco	...	...	...	...	...	Convent School (St. John of God)
Victoria Park	...	...	...	...	...	Convent School
York	...	...	...	...	...	Convent School
Do	...	...	...	...	...	Convent High School
Do	...	...	...	...	...	Girls' High School (Miss Jobson)

a This is partly a Government School, as it receives a Government subsidy, and is under the control of a Board nominated by the Governor in Council. b Since removed to Claremont. \* Since closed. † Schools at which secondary school scholarships may be held.

## COMMITTEES OF SCHOOL MANAGEMENT.

Return showing number of Meetings held, and the Attendances made by members during 1904:—

	Number of meetings held.	Number of attendances made.
Armadale ...	2	6
Blackwood ...	3	10
Boulder ...	8	35
Broome Hill ...	4	11
Beverley ...	1	7
Bulong ...	<i>Nil</i>	<i>Nil</i>
Coolgardie ...	7	36
Donnybrook ...	2	8
Fremantle, North ...	No record	
Fremantle ...	8	43
Geraldton ...	1	4
Gascoyne ...	2	8
Gingin ...	<i>Nil</i>	<i>Nil</i>
Greenough ...	No record	
Irwin ...	1	3
Jarrahdale ...	1	5
Kalgoorlie ...	10	39
Kanowna ...	...	...
Kurawa ...	...	...
Katanning ...	3	18
Karridale ...	3	10
Kookynie ...	1	3
Melbourne ...	1	5
Murray ...	8	33
Malcolm ...	4	13
Menzies ...	5	16
Mourambine ...	...	...
Mulwarrie ...	...	...
Mulline ...	...	...
Mt. Morgans ...	1	2
Norseman ...	9	43
Narrogin ...	No record	
Northampton ...	2	9
Plantagenet ...	...	...
Perth ...	6	23
Peak Hill ...	1	5
Ravensthorpe ...	3	13
Roebourne ...	<i>Nil</i>	<i>Nil</i>
Sharks Bay ...	5	14
Swan ...	<i>Nil</i>	<i>Nil</i>
Vasse ...	2	6
Wiluna ...	4	11
Williams ...	1	4
Wellington ...	2	6
Wagin ...	...	...
York ...	3	11
Yundamindera ...	4	12
<hr/>		
Boulder, Evening ...	7	32
Fremantle " ...	12	57
Kalgoorlie " (see above).		

## ACCOMMODATION.

At the close of 1904, in the Government School buildings in use, 26,933 places were provided, and in buildings not the property of the Department, 2,948 places.

For 1903 the numbers were 24,543 and 2,178 respectively.

The following are the particulars of the new accommodation provided in 1904 :—

## (a.) BUILDINGS BELONGING TO THE DEPARTMENT.

(1.) *New School Buildings.*

Place.	Present Accommodation.	Remarks.
Beechborough ... ..	35	New School
Cunderdin ... ..	50	New School
Fremantle, South Terrace ... ..	250	New School
Heidelberg ... ..	35	New School
Jennapulin ... ..	36	Replacing hired building
Kalgoorlie, South ... ..	150	New School
Lake Jandabup ... ..	35	New School
Lakeside ... ..	50	New School
Lawlers ... ..	32	New School
Malabaine ... ..	36	Replacing hired building
Perth, Thomas Street ... ..	150	New School
Roelands ... ..	35	Replacing hired building
Scotsbrook ... ..	39	New School
Taylor's Well ... ..	36	New School
Tenterden ... ..	34	New School
Toolbrunup ... ..	20	New School
Wannamal ... ..	39	New School
Westbrook ... ..	35	New School
Woolgar ... ..	35	Replacing hired building

(2.) *Additions and Alterations to existing Buildings.*

Place.	Accommodation.	Remarks.
Bellevue ... ..	50	New room
Boulder South ... ..	100	New rooms
Bunbury ... ..	150	Additions and improvements
Geraldton ... ..	100	New rooms
Guildford... ..	50	New room
Kalgoorlie, North ... ..	100	New rooms
Lake View ... ..	100	New rooms
Leederville, West ... ..	100	New room
Lennonville ... ..	50	New room
Maylands ... ..	100	New rooms
Menzies ... ..	50	New room
Mt. Morgans ... ..	50	New room
Perth, Newcastle Street ... ..	50	New room
Plympton Infants' ... ..	50	New room
Subiaco Infants' ... ..	100	New rooms
Wagin ... ..	50	New room
White Gum Valley ... ..	50	New room

## (b.) BUILDINGS NOT BELONGING TO THE DEPARTMENT.

Place.	Accommodation.	Remarks.
Beverley, East ... ..	84	Agricultural Hall
Boorara ... ..	65	Mechanics' Institute
Capel River ... ..	15	Room in private house
Greenbushes Mill ... ..	50	Agricultural Hall
Jarrahdale No. 6 Mill ... ..	100	Rented from Mill Company
Lake Austin ... ..	90	Miners' Institute
Lyall's Mill ... ..	50	Rented from Mill Company
Mardo ... ..	15	Room in private house
Meekatharra ... ..	50	Miners' Institute
Mt. Sir Samuel ... ..	50	Miners' Institute
Scotsbrook ... ..	39	Agricultural Hall
Woolwilling ... ..	18	Railway building.
Worsley Mill ... ..	100	Rented from Mill Company
Yarling ... ..	45	Agricultural Hall



*Report of Mr. J. P. Walton, Chief Inspector of Schools, 1904.*

The Metropolitan district included the districts of Perth, South Perth, West Perth, Fremantle, and North Fremantle. The schools in the South Perth District, four in number, were transferred, in January, 1904, to Mr. McCollum's district—the South-West. Thus constituted, the Metropolitan district contained, at the close of 1903, 35 schools. Three new schools were opened during the year 1904, viz.:—Thomas Street (West Perth), Lake Jandabup (Perth), and South Terrace (Fremantle).

The Newcastle Street Boys' and Girls' Departments, which, during 1903, were reckoned as one school, under the management of the head master, were separated and counted as two schools early in 1904. This apparent gain of one school was counterbalanced by the amalgamation of the Leederville Senior and Infants' Schools.

The 38 schools were distributed as under:—

	1904.	1903.
Perth ... ..	15	13
West Perth ... ..	5	5
Fremantle ... ..	12	11
North Fremantle ... ..	6	6
	<u>38</u>	<u>35</u>

**ATTENDANCE.**

The number of children attending these schools is shown below:—

District.	Enrolment.	Average attendance.	Percentage of average attendance to enrolment.
Perth ... ..	4,141	3,606	87
West Perth ... ..	1,655	1,480	89
Fremantle ... ..	2,720	2,367	87
North Fremantle ... ..	1,696	1,462	86
Totals { 1904 ...	10,212	8,915	87
{ 1903 ...	9,322	8,049	86

The enrolment increased by 890, and the average attendance by 866, while the percentage of the latter to the former reached 87—a most satisfactory sign of progress, and a favourable comment on the popularity of the schools and the work of the Compulsory Officers.

Classified according to attendance the schools are distributed thus:—

Class I. (over 400) ... ..	6
Class II. (300 to 400) ... ..	7
Class III. (200 to 300) ... ..	5
Class IV. (100 to 200) ... ..	12
Class V. (50 to 100) ... ..	2
Class VI. (20 to 50) ... ..	4
Provisional (below 20) ... ..	2
	<u>38</u>

**INSPECTION.**

Thirty-five schools received visits without notice. Though the number of visits paid was even greater than in previous years, I found it impossible to give the time to these visits of inspection which is desirable, and which the importance of the work demands.

Annual inspections or visits with notice were made to 36 schools. The schools were classified, on the results of these visits, as under:—

	1904.	1903.
Excellent ... ..	3	3
Very Good ... ..	6	
Good ... ..	5	18
Very Fair ... ..	17	
Fair ... ..	5	16
Weak ... ..		
	<u>36</u>	<u>37</u>

In previous years the classification under this head was confined to the terms "Excellent," "Good," "Fair," and "Weak." The intermediary terms "Very Good" and "Very Fair" have now been introduced. Some of the schools which deserved a higher mark than "Fair" have been in the past classified "Good," and the same with others deserving more than "Good." These schools have been placed, during the year 1904, in the classes "Very Fair" and "Very Good." Thus, though there may be an apparent falling off in the number of schools placed under the head of "Good," a true comparison can only be obtained by adding together the numbers in classes "Very Good," "Good," and "Very Fair." There are 11 schools less in class "Fair" than in 1903. This shows a marked improvement.

The following are the schools gaining the marks "Excellent," "Very Good," and "Good" :—

<i>Excellent.</i>	
Perth Boys'	Fremantle North.
Perth Infants'	
<i>Very Good.</i>	
Newcastle Street Boys'	Plympton
East Perth Infants'	Perth Girls'
Highgate Infants'	Subiaco.
<i>Good.</i>	
Claremont	Claremont Infants'
Cottesloe	Cottesloe Infants'.
Subiaco Infants'	

The table below shows the number of children in attendance when the annual inspections took place :—

District.	On Roll.	Present.
Perth ... ..	4,141	3,694
West Perth ... ..	1,655	1,531
Fremantle ... ..	2,720	2,338
North Fremantle ... ..	1,696	1,498
Totals ... ..	10,212	9,061

Thus it will be seen that of every hundred children on the roll nearly 90 came into touch with an inspector.

The number of children who reach Standards IV. to VII. continues to improve—from 33 per cent. in 1899 to 40 in 1904. This proves that since the promotion of the children has been in the hands of the teachers there has been no attempt to keep back children unduly; but on the other hand the tendency has been to promote wherever possible. Many teachers have made intelligence and aptitude the test of promotion rather than the ability to pass an examination at a given time. This is as it should be.

Throughout the metropolitan district the teachers, as a rule, both head teachers and assistants, have done satisfactory work during the past year. Many of them give their time and energy to their duties in no unstinted measure, and deserve the highest commendation for their self-sacrificing labours.

That the education given in the State schools is of a high order the results of the Primary and Junior Examinations held by the Adelaide University fully prove. At these examinations our children measure their strength with those of other States and of other institutions, and the results show that they give a good account of themselves.

At the Primary Examination 79 scholars from our State schools passed, 67 of these coming from the Metropolitan district.

At the Junior Examination 36 sat, and of these 22 passed.

The one blemish on the good results of the year was the registration. In several instances serious errors occurred, and in others the Registers were kept in a very careless manner. This shows the absolute necessity for a vigilant supervision on the part of the head teachers, who are directly responsible to the Department for the accuracy of the school records.

Further proof of progress is given in the return showing the number of scholars of the upper classes receiving instruction in specific subjects. In two years the number in the schools receiving such instruction has advanced from 924 (1902) to 1,798 (1904)—an increase of almost 100 per cent. The subjects taught were as follows :—

Algebra ... ..	971
Mensuration ... ..	254
French ... ..	164
Euclid ... ..	93
Geometry ... ..	79
Physiography ... ..	73
Shorthand ... ..	70
Botany ... ..	29
Latin ... ..	29
Geology ... ..	26
Domestic Economy ... ..	10
Total ... ..	1,798

#### MANUAL TRAINING CLASSES.

These classes have worked steadily and successfully during the past year. New centres have been opened, and, speaking generally, the classes are exceedingly popular with the children; especially is this the case with the Woodwork Classes for boys and the Cookery for girls. There have been, now and again, objections on the part of parents to their daughters attending the Laundry Classes, chiefly on the ground of delicate health. As these classes become better known I have little doubt that they will be as popular as Cookery, but the co-operation of the parents is necessary if the classes are to accomplish their object—to prepare the girls for the active duties of life.

## WOODWORK (BOYS).

New classes in Woodwork have been opened at Albany, Drakesbrook, Newcastle, Pinjarra, Wagin, and Perth.

The following are the Centres and the number attending each Centre :—

Centre.	No. Attending.	Centre.	No. Attending.
Albany ... ..	97	Kalgoorlie ... ..	240
Armadale ... ..	15	Leederville... ..	202
Boulder ... ..	236	Midland Junction ... ..	156
Bunbury ... ..	53	Mornington Mill ... ..	11
Claremont ... ..	110	Newcastle ... ..	14
Cookernup * ... ..	9	Northam ... ..	88
Coolgardie ... ..	121	Perth, No. 1 ... ..	266
Day Dawn ... ..	23	Perth, No. 2 ... ..	284
Donnybrook ... ..	24	Pierson ... ..	11
Drakesbrook ... ..	10	Pinjarra ... ..	16
Fremantle ... ..	294	Wagin ... ..	11

Total 2,291, as against 1,711 in 1903.

\* This class was closed at the beginning of April.

## DOMESTIC ECONOMY CLASSES (GIRLS).

A new Cookery Centre was opened at Leederville, and a class at Albany.

The Laundry Classes were continued at Perth and Fremantle.

Classes in Housewifery were opened at the Perth Centre.

The numbers attending these classes were as follows :—

Cookery.				Laundry.			
Albany ... ..	...	...	65	Fremantle ... ..	...	...	64
Boulder ... ..	...	...	158	Perth ... ..	...	...	119
Claremont ... ..	...	...	77				
Fremantle ... ..	...	...	241	Total* ... ..	...	...	183 (109)
Kalgoorlie ... ..	...	...	148				
Leederville ... ..	...	...	103				
Perth ... ..	...	...	154				
Total ... ..	...	...	946 (807)				

Housewifery (New Classes).			
Perth ... ..	...	...	66

## INDUSTRIAL SCHOOLS AND ORPHANAGES.

The ten schools under the supervision of the Department were all inspected. Much of the work done in these schools is exceedingly creditable, and most of them are making a steady advance year by year. The principals and teachers everywhere are enthusiastic in their work, and are very willing, and even anxious, to adopt any suggestions which may be made for the improvement of their institutions. The schools inspected and the numbers examined are given in the next table :—

Schools visited.	Roll.	Examined.
Subiaco Industrial ... ..	36	36
Subiaco R.C. Orphanage (Girls') ... ..	83	80
Glendalough Industrial ... ..	50	45
Clontarf Orphanage ... ..	78	75
Perth Anglican Orphanage (Girls') ... ..	67	63
Swan Native and Half-caste Mission (Girls') ... ..	29	29
Swan Boys' Orphanage ... ..	78	74
Collie Salvation Army Industrial—		
Boys' No. 1 School ... ..	56	56
Boys' No. 2 School ... ..		
Girls' ... ..	30	30
Totals ... ..	507	488

The following was the classification of these schools :—

Excellent ... ..	2
Very Fair ... ..	1
Fair ... ..	5
Weak ... ..	2

The schools marked excellent were :—

Subiaco R.C. Girls' Orphanage.  
Clontarf Orphanage (Boys').

## TEACHERS.

The number of teachers employed in the Metropolitan District is as follows:—

Class.	Males.	Females.	Total.
Head Teachers ... ..	22	16	38
Assistants ... ..	49	110	159
Monitors ... ..	19	54	73
Sewing Mistresses ... ..	...	3	3
Totals ... ..	90	183	273

## CLASSIFICATION.

*Head Teachers.*

	"A."	"B."	"C."	Nil.	Total.
Males ... ..	13	6	1	2	22
Females ... ..	4	11	1	...	16
Totals ... ..	17	17	2	2	38

*Assistants.*

	"A."	"B 1."	"B 2."	"C 1."	"C 2."	Nil.	Total
Males ... ..	5	11	12	15	5	1	49
Females ... ..	1	11	21	50	13	14	110
Totals { 1904 ... ..	6	22	33	65	18	15	159
{ 1903 ... ..	3	19	24	60	14	14	134

The classification of the head teachers remains very much the same as in 1903, but a comparison of the figures for the assistants will show that many of them have gained a higher classification during the year, *e.g.*, six have "A," compared with three last year; 55 have "B," as against 43; and 83 have "C," compared with 74.

These facts are worth noting, as, to gain these higher classifications, the teachers have to submit themselves to a fairly difficult literary examination. It is gratifying to see that so many were successful.

## TEACHERS' EXAMINATIONS.

Early in the year it was decided to require all applicants for employment who did not hold a certificate showing satisfactory literary ability to pass an elementary examination in the following subjects: Reading, Writing, Spelling, English, Arithmetic, Geography, History, and Composition. During the year nine such examinations have been held, with results as under:—

—	Number of Applicants.	Passed.	Failed.	Absent from Examination.
March ... ..	11	8	3	...
April ... ..	9	4	4	1
July ... ..	8	6	1	1
July ... ..	11	3	4	4
August ... ..	6	3	3	...
September ... ..	4	2	1	1
October ... ..	10	4	3	3
November ... ..	13	8	5	...
December ... ..	3	1	1	1
Totals ... ..	75	39	25	11

Thus 36 out of the 75 who were required to pass this elementary examination failed to satisfy the examiner.

## CERTIFICATES.

During the year the examinations for teachers' certificates have been placed under a Board of Examiners consisting of the Inspectors, the Principal of the Training College, and the Superintendent of the Monitors' Classes, the Inspector General acting as Chairman and the Chief Inspector as Secretary.

## TEACHERS' EXAMINATIONS, 1904.

The Teachers' Examinations were held on December 19th to 23rd, inclusive.

The candidates attended at the following Centres :—

Centre.	Presiding Officer.	Number Examined.				
		"C"		"B"	"A"	Total.
		Monitors.	Teachers.			
Perth ... ..	Chief Inspector ... ..	20	32	7	12	71
Kalgoorlie ... ..	Inspector Clubb ... ..	4	5	1	2	12
Bunbury ... ..	Inspector Gamble ... ..	1	8	...	...	9
		25	45	8	14	92
		70				
Total for 1903 Examination ... ..		35	43	15	12	105
		78				

Of the 70 examined for the "C" Certificate two were required to take only one subject; in the "B" one was required to take one subject only; in the "A" seven sat for the whole examination—three for Part II. and four for various subjects ranging from one to four.

The following tables give the results of the examinations :—

*"C" Certificate.*

—	Monitor.	Teacher.	Total.	Monitor.	Teacher.	Total.
Passed (1st-class honours) ... ..	4	4	8			
Passed (2nd-class honours) ... ..	2	4	6			
Passed ... ..	13	10	23			
Passed (Supplementary) ... ..	0	2	2			
				19	20	39
Failed (to take certain subjects in 1905) ... ..	0	5	5			
Failed ... ..	6	20	26	6	25	31
				25	45	70

*"B" Certificate.*

Passed (2nd-class honours) ... ..	2
Passed ... ..	2
Passed (Supplementary Examination) ... ..	1
Failed (to take Supplementary Examination in 1905) ... ..	1
Failed ... ..	2
Total ... ..	8

*"A" Certificate.*

## PART I.

Passed ... ..	5
Failed ... ..	3

## PART II.

## Taking Supplementary Examination.

Passed ... ..	1
Failed ... ..	2

## Taking whole of Part II.

Failed (to take Supplementary Examination in 1905) ... ..	2
Failed ... ..	1

The results of the examinations for the various Certificates for the last three years are as follows :—

Year.	Number Examined.				Passes.				Percentage of Passes.
	"C"	"B"	"A"	Total.	"C"	"B"	"A"	Total.	
1902 ... ..	81	23	11	115	23	4	3	30	26
1903 ... ..	78	15	12	105	20	6	3	29	28
1904 ... ..	70	8	14	92	39	5	6	50	54

The total number examined was 92, a decline of 13 on last year.

It is pleasing to see the great increase in the percentage of passes over the two previous years. An advance from 26 to 54 per cent. is certainly worth recording. This shows that the examinees who sat this year had prepared themselves for the examination much more seriously than in previous years.

## MONITORS.

These examinations are also controlled by the Board of Examiners.

The examinations were held on the 7th, 8th and 9th December. In previous years two days have been occupied by these examinations, but this year the papers were increased in number and greater time was given to some of the subjects. The following table gives details as to the centres at which the examinations took place, and the number of candidates examined:—

Centre.	Presiding Officer.	Number Examined.				Total.
		Juniors.		Seniors.		
		In .. Service.	Not in Service.	In Service.	Not in Service.	
Perth ... ..	Chief Inspector ...	6	49	27	8	90
Kalgoorlie ... ..	Inspector Gamble ...	3	14	4	6	27
Northam ... ..	Inspector Clubb ...	6	5	1	1	13
Bunbury ... ..	Inspector McCollum ...	3	6	4	...	13
Albany ... ..	Mr. F. G. Brown ...	...	1	3	...	4
Geraldton ... ..	Captain Hunt ...	...	...	1	...	1
Esperance ... ..	Dr. Harrison ...	...	1	...	...	1
Norseman ... ..	Rev. E. Gill... ..	...	1	...	...	1
		18	77	40	15	150

The number of examinees compared with previous years shows a considerable decline, but as in last year the decrease arises from the new arrangements by which the monitors are only examined in alternate years, and those who have completed their monitor's course have to sit for the "C" Certificate. Compared with last year there is a decline of 25 in the number of monitors examined, as will be seen from the following table:—

Year.	Number examined.	Number passed.	Percentage of passes.
1900 ... ..	223	85	38
1901 ... ..	208	82	39
1902 ... ..	240	84	35
1903 ... ..	175	56	32
1904 ... ..	150	48	32

The following table gives details of the results of the examination. From this table it will be seen that out of the 40 monitors who received instruction at the Central Classes or by correspondence, 19 passed—47 per cent. Of the 15 candidates who sat for the Senior Examination, and who were not previously in the Service, not one was successful in passing.

The general percentage of passes is practically the same as last year, but then four of the outside applicants passed. There is, therefore, a slight increase in the percentage of passes gained by the monitors who were in the Service during the year.

Juniors.				Seniors.			
	In Service.	Not in Service.	Total.		In Service.	Not in Service.	Total.
Passed ... ..	1	6	7	Passed ... ..	3	0	3
Passed, but weak in from 1 to 2 subjects ... ..	3	18	21	Passed, but weak in from 1 to 2 subjects ... ..	16	0	16
Failed, but appointment recommended ... ..	0	9	9	Failed—To stay in same class ... ..	13	0	13
Failed—To be appointed if wanted ... ..	0	4	4				
Failed ... ..	14	40	54	Failed ... ..	8	15	23
Absent ... ..	2	13	15	Absent ... ..	1	8	9
Totals ... ..	20	90	110		41	23	64

The premier position in each class was gained as under:—

## Applicants taking Junior Examination.

Thomas Pearce                      Kalgoorlie School                      82 per cent.

## Monitors taking Junior Examination.

Ernest G. Smith                      Wellington Mill                      77 per cent.

## Monitors taking Senior Examination.

Ivy Manson                      Perth Girls'                      85 per cent.  
 Arnold Potts                      Beechborough                      82     "  
 Lily R. Atkins                      Mourambine                      80     "

### ENTRANCE EXAMINATION TO TRAINING COLLEGE.

This examination was held on the 5th, 6th, and 7th of April. There were nine candidates, and all of them were examined in Perth. The results of the examination were not very satisfactory, only one candidate (Arthur W. Senior, of the Perth Boys' School) gaining more than 75 per cent. of the possible marks. It should be noted, however, that the Senior Monitors' Examination is also treated as an Entrance Examination for the College, and that most of the candidates sat for this. In future this will be the only Entrance Examination.

### SECONDARY SCHOOLS SCHOLARSHIPS' EXAMINATION.

The number of candidates sitting for the examination was 40. Last year there were 73 candidates, this year showing a decline of 33. The number last year, however, was abnormally high, and many of the candidates had not the slightest chance of success. The number of candidates in 1902 was 33, this year 40.

These 40 candidates came from the following schools:—

Perth Girls' (10), Perth Boys' (6), Newcastle Street Boys' (5), St. Patrick's, Perth (4), Beaconsfield (3), South Perth (2), and one each from Cannington, Boulder, North Fremantle, Claremont, Tipperary, Kalgoorlie, White Gum Valley, Upper Preston, Lake View, Thomas Street (Perth).

Scholarships were awarded to—

Candidate.	School.	Percentage.
Caldwell, William ... ..	Beaconsfield ... ..	82
Steinberg, George ... ..	Perth Boys' ... ..	80
Smyth, Harry ... ..	Lake View ... ..	76
Fowler, Hugh ... ..	Perth Boys' ... ..	75
Appel, Herbert J. ... ..	Perth Boys' ... ..	74
Owen, John L. ... ..	White Gum Valley ... ..	74

Each of the successful candidates gained 74 per cent. or over of the possible marks—a very high percentage.

In addition to the above six candidates the following gained more than 66 per cent. of the possible marks and thus qualified for a scholarship:—

Candidates.	School.	Percentage.
Higgs, Bertha ... ..	Boulder ... ..	73
Tucker, Anstruther P. ... ..	Thomas Street ... ..	72
Denman, Sarah M. ... ..	Cannington ... ..	72
Murry, Keith ... ..	Kalgoorlie ... ..	69
Davies, Iva ... ..	Beaconsfield ... ..	68

### BURSARIES EXAMINATIONS.

#### A.—March Examination.

The examination for Bursaries was held on 29th and 30th March last. There were 53 candidates; two of these were withdrawn before and one during the examination. Fifty candidates therefore took the papers (48) at the Perth centre, presided over by myself, and two at Bunbury under Mr. McCollum's supervision.

The schools from which the candidates came were the following:—

School.	Boys.	Girls.	Total.
Perth Boys' ... ..	12	...	12
Claremont ... ..	5	5	10
Highgate ... ..	6	3	9
Subiaco ... ..	3	...	3
Perth Girls' ... ..	...	4	4
St. Patrick's ... ..	4	...	4
Fremantle Boys' ... ..	2	...	2
Bunbury ... ..	2	...	2
Newcastle Street Girls' ... ..	...	2	2
Newcastle Street Boys' ... ..	1	...	1
Plympton ... ..	1	...	1
Total ... ..	36	14	50

Several important Metropolitan schools are absent from this list. If all the schools took an interest in these examinations equal to that shown by some the number of examinees would probably be doubled.

Last year 25 candidates out of 49 obtained more than 60 per cent. of the marks. This year, as stated below, 24 out of 50 have gained over 60 per cent.

The following candidates qualified for bursaries, and twenty bursaries were granted :—

	Candidate.	School.	Percentage.
1	Morris, W. H. ... ..	Perth Boys' ... ..	79
2	Stoneman, Ethel ... ..	do Girls' ... ..	77
3	Metcalf, Ferdinand G. ... ..	Claremont ... ..	75
4	Hutcherson, Ernest E. ... ..	do ... ..	75
5	Nicholls, Henry G. ... ..	Perth Boys' ... ..	73
6	Bennett, William E. ... ..	Claremont ... ..	72
7	Lauritz, John W. ... ..	do ... ..	71
8	Marshall, George S. ... ..	do ... ..	71
9	Moore, Edward J. ... ..	Perth Boys' ... ..	71
10	Langford, Claude N. ... ..	do ... ..	69
11	McCracken, Oliver ... ..	do ... ..	69
12	Galt, Jeanie K. ... ..	Claremont ... ..	68
13	Guthrie, Albert J. ... ..	Perth Boys' ... ..	68
14	Telford, Louis ... ..	Highgate ... ..	67
15	Young, Reginald C. ... ..	Subiaco ... ..	66
16	Glew, Cyril A. ... ..	Perth Boys' ... ..	65
17	Mellwraith, Bruce H. ... ..	do ... ..	64
18	Rowledge, Henry P. ... ..	Subiaco ... ..	64
19	Crothers, Albert ... ..	Perth Boys' ... ..	64
20	White, Victor W. ... ..	do ... ..	63
21	Wales, Jennie R. ... ..	Claremont ... ..	61
22	Francis, Reg. C. ... ..	Subiaco ... ..	60
23	Eyles, Howard L. ... ..	Highgate ... ..	60
24	Biglowe, Sydney ... ..	Fremantle Boys' ... ..	60

#### B.—September Examination.

The September Examination for Bursaries took place on the 8th and 9th.

The candidates came from the following schools :—

Kalgoorlie ... ..	6
Tipperary ... ..	2
Geraldton ... ..	2
Cannington ... ..	2
Boulder ... ..	3
Gingin ... ..	1
Roebourne Convent ... ..	1
Lake View ... ..	1
Cookernup ... ..	2

For several years past attention has been called to the fact that many of our large schools outside the Metropolitan Area do not send candidates to the September Examination.

This year the number of schools competing is larger than in 1903—nine now compared with five then—but there are many large schools still outside the competition.

The examination was held at the following centres :—

Kalgoorlie, York, Perth, Roebourne, Geraldton.

I am pleased, on comparing the results with the September Examination of last year, to find that there has been some improvement, not only in the number of examinees, but in the percentages.

Last year 11 were examined, this year 20. Last year the highest percentage was 71, and only one obtained more than 70 per cent.; this year the highest mark is 74 per cent., and three exceeded 70 per cent.

Seven candidates were granted Bursaries, three more than in 1903, when four were awarded.

Cannington School has headed the list, and Tipperary School, which gained the premier position last year, again occupies a very prominent position. Cookernup School has taken third place.

It is a matter for congratulation that the small schools of our State can compete so successfully with large schools, such as Geraldton, Kalgoorlie, Coolgardie, and Boulder.

In the case of Girls', Needlework has been substituted for Geometrical Drawing.

The following is a list of the candidates to whom Bursaries were awarded :—

1. Nairn, Estelle D., Cannington ... ..	74 per cent.
2. Moorhouse, Henry, Tipperary ... ..	72 "
3. Meredith, Stanley C., Cookernup ... ..	72 "
4. Stafford, Eva M. F., Geraldton ... ..	68 "
5. Lappin, Francis J., Roebourne Convent ... ..	67 "
6. Smith, Harry, Lake View ... ..	66 "
7. Darling, Aileen F., Geraldton ... ..	66 "



## PERTH EVENING SCHOOLS.

The Perth Evening Schools were examined on Tuesday and Thursday, 6th and 8th December, respectively.

The following are the main figures in the report:—

Number of individual students at present time	...	...	122
Number on register of various classes	...	...	420
Number examined	...	...	235
Passed with credit	...	...	69
Passed	...	...	107
Failed	...	...	55
Number present at all during year	...	...	276

These figures compared with those of last year are as follows:—

		1903.	1904.
Number on roll	...	320	420
Average attendance	...	242	254
Number of individual students	...	130	140
Number of papers worked at examination	...	244	235

I do not propose this year to make any detailed comments on the various subjects of instruction. In the 14 previous reports written by me, 1890 to 1903, I have done this at considerable length, and many of the criticisms and suggestions made in recent years are still applicable to our schools. With respect to the subject to which I devoted most attention last year, viz., English, I am pleased to be able to report that the Formal Grammar was much in advance last year of that in previous years, and the composition of the children gave signs that the teachers were devoting increased attention to this important subject.

In conclusion, it is to me a matter of regret that the steady growth of my office work has prevented me from giving sufficient supervision to the various schools and classes in the metropolitan district. A re-arrangement of the districts has been rendered possible by the appointment of an additional Inspector. This re-arrangement will enable me to devote more time to general supervision throughout the State, and to look more closely into the working of the classes for manual training and domestic economy, the large metropolitan schools, still directly under my charge, the orphanages, and the industrial schools.

J. P. WALTON.

24th February, 1905.

*Report of Mr. J. H. McCollum, Inspector of Schools, 1904.*

SOUTH-WESTERN AND SWAN DISTRICTS.

I have the honour to submit the following report on the schools in the South-Western and Swan Districts:—

There were 64 schools in operation at the close of 1904.

Owing to the decline in the attendance the school at Hamelin was closed, and the half-time school at Wunnerup was moved to Ludlow, four miles distant.

New schools were opened at Heidelberg, Lyall's Mill, and Capel River. Dardanup school was re-opened early in the year.

All schools in operation during the year were visited at least once, and 53 received a second visit. A number of private schools were inspected.

Besides my work in my own district I assisted the Chief Inspector at the annual inspection of Perth Boys', North Fremantle Senior, North Fremantle Infants', Subiaco Senior, Subiaco Infants', Highgate, Newcastle Street Boys', East Perth Senior, East Perth Infants', and North Perth.

The number of children on roll in the various school districts, the average attendance, and the number present at the annual inspection visit, were as follow:—

District.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of Annual Inspection.	No. of Schools in operation during Year.
	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Roll at end of Quarter.	Average weekly Enrolment.	Average Attendance.	Average weekly Enrolment.	Average Attendance.		
Armadale ...	138	139	104	138	138	110	139	140	116	137	139	119	140	112	119	3
Collie ...	302	297	230	308	305	237	331	327	259	300	322	260	324	257	251	3
Donnybrook ...	312	314	244	316	319	255	315	319	261	303	305	248	317	256	267	10
Jarrahdale ...	297	289	244	285	283	243	297	289	241	274	281	239	285	242	267	4
Karridale ...	134	132	85	124	126	115	133	127	115	102	111	97	127	107	105	4
Murray ...	280	282	210	258	262	206	243	251	197	225	239	191	258	201	233	7
Perth, South	579	583	463	597	584	484	644	614	513	637	645	532	608	499	501	4
Swan ...	544	560	448	588	561	470	611	618	500	634	628	533	613	503	462	6
Vasse ...	142	140	104	144	148	118	132	138	119	146	141	118	156	125	130	5
Wellington	1,058	1,070	869	1,049	1,046	874	1,065	1,058	906	1,059	1,068	916	1,060	890	950	20
Totals, 1904	3,786	3,806	3,001	3,807	3,772	3,112	3,910	3,881	3,227	3,817	3,879	3,253	3,888	3,192	3,285	66
Totals, 1903	3,062	3,033	2,360	3,082	3,051	2,588	3,134	3,102	2,620	3,115	3,140	2,631	3,126	2,599	2,606	60

The average attendance on the enrolment was 85 per cent., as against 83 per cent. in 1903.

BUILDINGS.

New buildings were erected at Lyall's Mill, Worsley Mill, Jarrahdale No. 6 Mill, Heidelberg, Busselton, Roelands, and Wellington Mill.

Additions were made to the existing buildings at Bunbury Senior, Bunbury Infants', Guildford, Donnybrook.

The Timber Company erected good school buildings at Jarrahdale, Worsley, and Wellington Mills. Very suitable residences for the teachers were also erected at the two latter places.

ORGANISATION.

The past year has been specially marked by a great improvement in the organisation of the schools. This improvement is shown by the more intelligent grouping of classes and the correlation of the subjects taught. The grouping has made the construction of time-tables and programmes a much simpler matter than formerly. The teacher can concentrate his work, thus rendering it more effective. In the past, in schools under one or two teachers, there was a tendency to divide the subjects and the classes too minutely, often resulting in a fruitless attempt on the part of a teacher to give verbal instruction in two or more subjects to as many different classes at the same time. The grouping of correlated subjects has smoothed down what appeared to be insurmountable obstacles in the detailed syllabus where the whole school was taught by only one or two teachers. Scripture, moral lessons, civics, history, and geography may appear formidable when considered as distinct subjects by a teacher in charge of five or six different classes, but under a proper system of grouping and correlation the difficulty is reduced to a minimum.

### DISCIPLINE.

The efficiency of a school depends largely on its discipline, and it is always pleasing to visit one where the children are taught to be polite, to obey orders promptly, and to speak distinctly. The discipline must be estimated principally by the conduct of the children during the visits without notice. On the annual visit, of which due notice has been given, the discipline and order are usually good, but the pupils have been drilled to look on this visit as a special occasion, when they must "put on their best behaviour." The incidental inspection often reveals a different state of things. Class movements are often without system; there is no recognised signal for changing lessons; the teacher distributes the copy-books, pens, etc., instead of training children to do this work. It is difficult to find an excuse for this state of things in face of all that has been said and written on the subject.

In the larger schools the discipline and tone continue to improve. The smaller schools vary according to the personality of the teacher. This must always be so in schools where only one teacher is employed, and his influence is practically the sole guide for the conduct of the children inside, and, to some extent, outside the school. It is only fair to add that the discipline and tone of some of the small schools are worthy of the highest praise.

### CLASSIFICATION.

The schools were classified on the results of the inspection visits, as follows:—

<i>Very good.</i>					
Picton	...	...	...	Wellington District	
apel (Coolingup)	...	...	...	Donnybrook	"
"					
<i>Good.</i>					
Bunbury	...	...	...	Wellington District	
Armadale	...	...	...	Armadale	"
Jarrahdene	...	...	...	Karridale	"
Busselton	...	...	...	Vasse	"
Cannington	...	...	...	South Perth	"
<i>Very fair.</i>					
Bunbury Infants'	...	...	...	Wellington District	
Boyanup, North	...	...	...	"	"
Waterous Mill	...	...	...	"	"
Ferguson, Upper	...	...	...	"	"
Drakesbrook	...	...	...	Murray	"
Englishfield	...	...	...	Donnybrook	"
Mundaring	...	...	...	Swan	"
Victoria Park	...	...	...	South Perth	"
South Perth	...	...	...	"	"

Twenty-four schools were classified as fair, 20 weak, and two bad. The classification shows the actual condition of the school with reference to work, discipline, and tone. It will be noticed that a few of the smaller schools rank high in classification, while some of the larger ones are disappointingly low. Of course there are instances where the teacher in charge may not be wholly responsible for the year's work, but after making due allowance, the comparison places some schools in an unfavourable position, and also shows that even small schools may attain to a high degree of efficiency.

### READING.

Monotonous and expressionless reading is still prevalent. Even where there is distinct articulation and correct phrasing there is often an absence of any attempt at inflection of the voice. In some schools the children maintain the same unvarying monotone in class after class from top to bottom. It has often been pointed out that reading may be fluent and distinctly articulated, but at the same time convey very little to the mind of the listener if proper emphasis and inflection of the voice are missing. This is one of the principal causes why the sense of the passage is not conveyed to the mind of the reader, and accounts for defective explanation of the words and phrases. Where simultaneous reading is partially adopted in the junior classes, a natural or conversational tone of voice is seldom cultivated; thus one of the main objects of this method of teaching is rendered ineffective. Teachers often complain that it is very difficult to effect improvement in some districts owing to influences outside the school, but they forget that the whole tone and manner of reading is acquired in the school, whatever else may be learned outside. Instances could be given where a new teacher taking charge of a school has succeeded in altering the whole character of the reading within a few months. Aimless lessons without special preparation account for the inefficiency of the poorer schools, the lack of interest, the uncertainty, and the guessing on the part of the children. In the smaller schools where, owing to the limited time at the disposal of the teacher, silent reading must occasionally be employed, it would be well to train the children to give the substance of the lesson in their own words. A more varied selection of books would be an advantage in the infant classes. I have sometimes found that children in these classes can repeat the words from memory without even glancing at the textbook used. This may be a good exercise for the memory, but is not the best method of teaching reading.

In justice, however, it must be added that, in a large number of schools, the importance not only of being able to read the words, but also of being able to understand the meaning of the writer, has been recognised, and the results are very gratifying.

## ARITHMETIC.

Last year's remarks on arithmetic apply with equal force this year. There is little change to report. The oral and written work are often treated without a thought of their relation to each other. In the middle and senior divisions the children should be trained to give an oral statement of the processes employed in their written work. Better results may be confidently expected in the senior classes when the new syllabus in algebra has been in operation for a year.

Concrete methods of teaching are not generally followed when dealing with this subject in the junior classes. It is sometimes found that the concrete illustrations of measures of length, capacity, etc., are kept in the school for show only, and the children have not the slightest idea that the questions set have any bearing on the actual objects. A revision of the syllabus in written arithmetic, requiring the use of larger numbers in Standards II. and III., would secure greater facility and improve the accuracy and rapidity in dealing with numbers. The old tendency to teach large abstract numbers to young children has been succeeded by a reaction which possibly carries us too far in the opposite direction. The concrete and the abstract should run side by side in the lower classes.

## ENGLISH.

A decided advance is shown in the teaching of grammar. Analysis and the relation of words to one another in a sentence are much better understood by the senior pupils in the majority of the schools. Learning by heart suitable passages of prose and poetry is more general than formerly, but in many instances the pieces selected possess very little literary or other merit, although there is such a wide range from which selections may be made. The association of the words and phrases, and the construction of the sentences in the passages committed to memory, play an important part in moulding thought and the manner of expressing it in oral and written composition.

Composition shows steady improvement in the better type of schools, while in schools below the ordinary standard very little systematic instruction is given in this subject. The method usually adopted consists in setting the children to write a short story which they have read or which has been read to them. Often these exercises—useful in the case of younger pupils—are not even corrected by the teacher, and are worse than a mere waste of time. Perhaps some of the defects in the written composition arise in part from our method of examining the senior classes. In the past, owing to pressure of time and other circumstances, the examinations have been, almost without exception, *viva voce* in such subjects as history, English, etc.; as a natural corollary the teacher would follow on the same lines, and the pupils would have no practice in expressing their thoughts and answers in written words. Possibly, this accounts for a number of the failures in cases such as the Primary Examination of the University of Adelaide, where a written examination is compulsory. The children are unaccustomed to express their ideas in written sentences, and so stumble hopelessly, or give scrappy answers, even in subjects of which they have a fair knowledge.

If more written answers were required in the quarterly and annual examinations, the extra labour would, I think, be amply rewarded by securing more exact knowledge and increased facility in expressing that knowledge. It would, of course, be necessary for the teacher to correct not only the errors in the matter, but also the errors in the composition, and to show how the same ideas might be expressed in more suitable language.

## HISTORY.

A more extended course in history was introduced at the beginning of the year. Stories from ancient and modern history were taught in the junior classes, and the senior classes studied the outlines of the history of some foreign nation in addition to English and Australian history. In small schools, however, the course was confined to English and Australian history. In schools taught by only one or two teachers it is difficult to find time to extend the teaching beyond this, except so far as stories from history are correlated with moral lessons. Very little correlation of this kind was attempted in the past. In a few schools the programmes in history were skilfully drawn up, and the pupils showed a good knowledge of the main facts taught.

## NATURE STUDY.

Excepting in a few schools very little has been done in the direction of a systematic course of lessons or in nature study. Object lessons suitable for junior classes are given with more or less success in all schools. The introduction of elementary science has been attempted in some instances, but there is generally a lack of definite aim in the course followed, and an absence of any attempt to adapt the lessons to the locality and the surroundings of the children.

Nature study should be commenced in the infant classes with a series of object and observation lessons based on the local surroundings of the children, and calculated to arouse their interest. The lessons should be continued throughout the school, and in the higher classes some systematic method of recording the observations introduced. This would naturally lead to the introduction of elementary science.

## DRAWING.

Drawing is slowly improving in some schools, though, as a rule, this subject has undergone very little change during the year. The value of working directly from natural objects and real things judiciously selected, and of varying the medium and method of working, is not generally recognised. The practice of drawing from memory is more common than formerly, and its value in developing the powers of observation is usually acknowledged.

More brushwork proper is now being done and there is less "blob" work. It would be an advantage if the brush were more frequently used when drawing from natural objects. When it is not convenient to mix up special colour, ordinary ink forms a very good substitute.

#### SCRIPTURE AND MORAL LESSONS.

As a rule Scripture and Moral Lessons have been well taught. The introduction during the previous year of a clearly defined syllabus has been followed by a very decided improvement in the teaching. The selected passages are usually well committed to memory and should exercise a good moral influence on the lives of the children.

An intelligent correlation of Scripture and Moral Lessons is more generally met with. "Cut and dried" Moral Lessons culled from a text-book have very little if any practical value, and are usually regarded by both teachers and pupils as some dull, uninteresting duty which they must struggle through and forget as soon as possible. To be effective moral teaching must be incorporated with the teaching generally and as opportunity may arise. In one case last year a senior boy wrote a composition based on a lesson on duty—given some weeks previously by the headmaster. The lesson had evidently been a number of stories giving examples of heroic devotion to duty. The lad recounted a number of these stories, and in every instance the person had sacrificed his life to his sense of duty. The central idea in that boy's mind seemed to be that the sacrifice of life was essential to the performance of duty. The teacher had not given sufficient thought to the "mental background" with regard to duty which the lesson was likely to form on the minds of the children.

#### TEACHERS.

There were very few complaints, and those not of a serious nature, about the conduct of teachers during the past year. Unfortunately there are some whose chief aim seems to be to discover the minimum amount of thought and energy absolutely necessary in order to retain a position in a State school. Still it is pleasing to record that often under trying conditions the teachers have worked earnestly and wholeheartedly for the mental and moral good of the pupils in their charge, and have succeeded in gaining the esteem and respect of the children and their parents.

2nd February, 1905.

J. H. McCOLLUM,  
Inspector of Schools.

Report of Mr. R. Hope Robertson, M.A., Inspector of Schools, 1904.

THE EASTERN GOLDFIELDS, SWAN, NORTHAM, AND FREMANTLE DISTRICTS.

The following table shows the number of children on the roll in the different districts under my charge, the average enrolment, the average attendance, and the number present on the day of the annual inspection :—

Districts.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of annual inspection.	Number of schools in operation during year.
	Roll at end of quarter.	Average weekly enrolment.	Average attend. anoo.	Roll at end of quarter.	Average weekly enrolment.	Average attend. anoo.	Roll at end of quarter.	Average weekly enrolment.	Average attend. anoo.	Roll at end of quarter.	Average weekly enrolment.	Average attend. anoo.	Average weekly enrolment.	Average attend. anoo.		
Coolgardie	680	691	545	688	693	568	676	687	583	647	666	562	684	566	605	5
Boulder	1,839	1,801	1,375	1,882	1,879	1,481	1,980	1,954	1,604	1,897	1,953	1,572	1,929	1,537	1,681	7
Eurolong	59	58	47	53	56	45	60	59	49	51	55	43	57	46	46	1
Fremantle	118	117	93	107	108	88	108	109	90	113	110	94	111	91	98	4
Kalgoorlie	1,842	1,858	1,061	1,408	1,393	1,143	1,532	1,532	1,302	1,488	1,502	1,279	1,543	1,279	1,194	5
Kanowna	177	183	167	166	170	154	184	171	155	175	177	159	175	158	160	1
Kookynie	220	208	166	211	225	191	215	219	180	201	207	166	216	177	200	3
Kurawa	116	126	104	108	106	94	127	118	104	123	124	109	119	108	98	2
Malcolm	169	169	140	184	173	151	191	180	163	171	184	158	179	154	169	3
Menzies	223	231	195	246	234	206	270	259	225	247	256	231	247	213	233	5
Norseman	134	131	107	150	143	121	165	158	139	159	163	139	149	127	135	2
Northam	111	109	80	115	110	85	127	123	98	136	138	102	132	99	88	4
Swan	224	223	176	222	226	186	244	238	195	249	246	199	233	189	201	5
Southern Cross	168	168	127	178	173	131	164	168	119	149	159	123	167	124	130	1
Mt. Morgans	42	39	33	42	44	38	44	45	39	44	43	35	42	37	36	3
East Murchison	89	87	73	82	88	75	88	86	76	87	88	77	88	76	87	3
Totals, 1904	5,711	5,699	4,489	5,837	5,823	4,758	6,175	6,113	5,116	5,917	6,071	5,087	6,071	4,976	5,083	54
Totals, 1903	5,377	5,361	4,017	5,717	5,609	4,452	5,847	5,795	4,716	5,612	5,742	4,703	5,718	4,555	4,323	50

From the table shown on the preceding page it will be found that the average attendance in the whole district was 81.9 per cent. of the enrolment, as compared with 79.6 for 1903.

The average attendance on the Goldfields was 82.1 per cent.; in the other districts, 79.6. In 1903 it was 79.8 per cent. on the Goldfields, and 78.5 per cent. in the other districts.

The number of children attending the schools in the Eastern Goldfields is now 5,419, as compared with 5,192 in 1903.

There were 54 schools in operation some time during the year, all of which were open at the end of the year.

New schools were opened at South Kalgoorlie on 8th August, Lakeside 5th September, Mt. Sir Samuel 25th January, Boorara 5th September; and Cunderdin and Doodlekin were reopened on 1st March and 17th October respectively.

#### TEACHERS' EXAMINATIONS.

Twenty candidates and seven monitors presented themselves for examination in December, and 12 teachers sat for certificates.

#### CLASSIFICATION ON RESULT OF ANNUAL INSPECTION VISIT.

Very good	...	...	...	...	...	...	...	...	5
Good	...	...	...	...	...	...	...	...	9
Very fair	...	...	...	...	...	...	...	...	12
Fair	...	...	...	...	...	...	...	...	11
Weak	...	...	...	...	...	...	...	...	9
Bad	...	...	...	...	...	...	...	...	1

And one visited for classification only.

The following schools were classified very good and good:—

<i>Very Good.</i>	
Boulder Do. Infants' Coolgardie Infants'	Jandakot Kalgoorlie Infants'
<i>Good.</i>	
Bulong Burbanks Coolgardie Kalgoorlie Kunanalling	Menzies Mt. Morgans Paddington Smith's Mill.

#### TEACHERS.

Of the 52 head teachers in these districts 44 are classified and eight are unclassified. Two hold A2 certificates, 4 A3, 15 B1, 4 B2, 13 C1, 6 C2.

Of the 79 assistants 10 hold B1 certificates, 7 B2, 23 C1, 20 C2, and 19 are unclassified.

Twenty-four monitors and eight sewing mistresses are also employed.

#### Manual Training Classes.

	Boulder.	Coolgardie.	Kalgoorlie.
Number of children passed through class	236	121	240
Number on roll last school day	144	71	146
Average enrolment	146	66	147
Average attendance per day	32	27	30

#### Cookery.

Number of scholars passed through class	158	...	148
Number on roll last school day	58	...	22
Average enrolment	52	...	59
Average attendance per day	20	...	20

Evening classes have been held at Kalgoorlie and Boulder. Technical school classes were also held at Coolgardie and Bonnievale. At the end of the last term there were 45 students on the roll at Kalgoorlie, 84 at Boulder, 50 at Coolgardie, and 6 at Bonnievale.

Besides the ordinary elementary subjects, the following subjects have been taken:—

*Boulder.*—Bookkeeping, engine-driving, magnetism and electricity, mechanical drawing, shorthand, surveying, woodwork, and dresscutting.

*Kalgoorlie.*—Bookkeeping, electricity, shorthand, woodwork, dressmaking.

*Coolgardie, Technical.*—Assaying, chemistry, electricity, engine-driving, geometry, mathematics, physics, and woodworking.

*Bonnievale, Technical.*—Mathematics, woodworking.

## INSPECTIONS.

In the case of large schools, well staffed, well found, and well attended, and superintended by experienced teachers who have their scheme of administration well under control, inspection visits have been a pleasure, although the teachers have, all of them, something to learn; and although they still have fully to understand and realise the freedom which the new system gives, under which they can grow and expand, in directions which hitherto have been closed to them. It is not, however, easy to criticise the methods employed at less fortunately placed schools. At least it may be easy to criticise, but it is not easy to suggest a remedy.

They have so many differences in their constitutions. They are none of them quite alike, and one has to diagnose each case separately and try to prescribe for it suitably. It is difficult to do this. If each teacher faces the question of alterations in his scheme of work, with the object of more teaching and less practising, and if he so groups his classes as to concentrate his lessons more effectively, I am sure the result will be more interesting and productive teaching, and more intelligent and receptive scholars.

## DRAWING.

Freearm Drawing, which is truly educational, has in many schools been taught with enthusiasm, and the correlation of drawing with the other subjects of study such as geography, nature knowledge, and manual occupations, has been borne in mind.

Even in language study many important words can be fixed in the mind by drawing the objects to which they refer. In time, if properly taught, drawing becomes to children a mode of thought-expression.

Memory drawing has not received sufficient attention and there is far too much slavish imitation of copies and too little drawing from actual objects.

The greatest difficulty at present in the subject is to know what to draw. This problem can be solved if the teacher can realise that the aims of drawing are (i.) the training of the hand, (ii.) the eye, and (iii.) the æsthetic sense.

An unsatisfactory feature of the work is the poor character of many of the charts and examples used in the schools.

Brushwork is becoming more and more popular, and deservedly so. In some cases rather too much has been attempted.

## READING.

Reading in many of the large classes is not so good as it might be. This is probably owing to the size of many of the classes. In these classes sufficient time cannot be given to the essential points of a reading lesson—and whereas the greater part of the lesson should be devoted to clear and expressive reading by the scholars, only a fraction of a large class have an opportunity of reading a paragraph or two.

The remedies commonly employed are very ineffectual—simultaneous reading destroys clearness of articulation and force of expression—sometimes the backward, sometimes the forward receive an undue amount of the teacher's care.

The most effectual remedy for these evils would be the division of the class into two drafts, one for silent reading, the other for oral work—the two drafts being united for questioning at the close of the lesson. The silent readers would not be bored by much indifferent oral reading and the others would have a fair chance of individual practice.

In the Infant classes it is noticeable that a loud and unnatural tone is employed. The children should be encouraged to read as expressively as they naturally speak, and not to shout out or fall into a dull monotone. Plenty of practice at telling stories in their own words, as soon as they can read a sentence, will do much to secure this. It is specially necessary in these classes to enforce the correct phonic sounds of the letters and to guard against the tendency to put a short "u" sound after b, d, q, p, and l. If this were done we should not hear the letters of the word "tub" sounded as "ter-ou-ber," nor of "cat" as "ker-ā-ter."

## ARITHMETIC.

Arithmetic in many schools has been well taught, and has received due attention. Concrete illustrations have been used, and consequently children have derived benefit from the instruction given. In other schools the instruction, especially in the lower standards, was not good. Tables had been taught by simultaneous reiteration, and the children were practically committing to memory meaningless tables of numbers. The common tables should be placed in large characters on the walls, so that the children could get their table help at any time by an immediate glance at the table form. An abundance of calculations soon makes the child familiar with fundamental products, and after a time he will short-cut the processes by mastering the missing links. In many classrooms diagrams of coins and number pictures had been merely kept for show and not for use. Apparatus for the concrete teaching of arithmetic should always be before the children, and not hidden away in cupboards.

## COMPOSITION.

Composition is probably the most difficult of all subjects taught in our schools. The youth of the children, the poverty of their vocabulary and ideas, and their small literary experience, will always be obstacles in the way of good results in this subject. Moreover, the rules for writing good composition other than those which relate to the syntax of the individual sentence are necessarily somewhat vague, whilst rules



for teaching others to write it appear to be almost non-existent. It is by no means necessarily the case that commonplace subjects, such as "How I spent my last half-holiday," or "Describe the policeman's life," or "The town you live in," are the best for the purpose. They are wanting in interest for the children, and are often very hard to write about well. Subjects upon which the teacher can give the children interesting information, and can arrange that information under suitable heads, will give better results both from the point of view of good composition, and also as enlarging the general information and intelligence of the children. In the case of letter-writing, the subject should be personal, and not academic or scientific in character. Circumstances should be imagined and statements made about them, such as would be likely to call for the writing of a letter. It is manifestly absurd to write a letter beginning, "Dear mother, iron is a material and is dug out of the earth," and ending, "Saucepans and pokeres are made of iron. I remain your affectionate son, etc." Yet the children are not infrequently required to do this, to teach them the "letter form," as it is said.

The composition, as finally presented, should neither be a mere list of haphazard, unconnected jottings, nor, though the ideas are the same, should they be expressed *verbatim* alike by every child.

What is wanted is to encourage original composition on the children's part; too much is apt to be done for them.

#### MANUAL WORK.

Apart from the work done in the manual training centres, manual work in most of the schools is receiving continued attention. A principal feature of the manual training is the continuation of the constructive work and the form and colour studies of the kindergarten, with a gradual approximation to the more definite manual training work of the upper grades.

Part of the aim, therefore, is to use the child's instinct of active research, often applied destructively, for constructive and educative ends, and to foster creativeness, inventiveness, and self-expression.

#### INFANTS.

In the leading infant schools in my district much improvement is manifested. Formal lessons in the three R's no longer form the main portion of the curriculum. Language training is receiving attention, and oral composition combined with conversation lessons is practised. Writing in sand in the lower grades, and on paper with pencil or pen in the upper grades, has replaced writing on slates. The teaching for the most part is based upon experience, and the curriculum concentrated on the nature lesson. The weak points noticeable in the teaching of infants are too much mechanical instruction, and too many vain repetitions of words simultaneously chanted. Mental arithmetic lessons are insufficiently diversified. Object lessons are given without proper preparation and often without any *object*, or any use of the blackboard.

With so much "class-teaching" the unskilled teacher is apt to forget the need of training the individual. The result is that the class can answer accurately in arithmetic, *i.e.*, the brightest members of it; the class can read from the blackboard and build words, but the individual cannot. When the infants proceed to the upper schools they are tested individually and they frequently fail in the test. The headmaster of the senior school accordingly votes the "new-fangled" methods a sham, and longs for the time to come again when each child was well drilled in the three R's and ready in attainments and mental attitude for the further drill of Standard I.

R. H. ROBERTSON.

February 14, 1905.

*Report of Mr. R. Gamble, Inspector of Schools, 1904.*

**EASTERN AND GREAT SOUTHERN DISTRICTS.**

The following table shows the number of children on the roll in the schools under my charge, the number present at the first inspection and at the annual inspection visits, and the average attendance for the year:—

Schools.	Roll at Visit of Inspection with- out notice.	No. present First Inspection Visit.	No. on Roll Annual Inspec- tion Visit.	No. present Annual Inspec- tion Visit.
<b>Beverley—</b>				
Beverley ... ..	51	36	107	92
Beverley, East ... ..	...	...	...	...
Brookton ... ..	26	25	26	26
Mt. Kokeby ... ..	18	11	13	13
Totals ... ..	95	72	146	131
<b>Broome Hill—</b>				
Broome Hill ... ..	47	37	55	39
Toolbrunup ... ..	...	...	14	14
Totals ... ..	47	37	69	53
<b>Esperance—</b>				
Esperance ... ..	...	...	86	78
<b>Katanning—</b>				
Carrolup ... ..	20	14	20	18
Cartimeticup ... ..	28	27	31	29
Katanning ... ..	107	91	117	103
Marracoonda ... ..	22	14	19	16
Mean Mahn ... ..	22	21	20	20
Moojebing ... ..	26	21	28	22
Woodanilling ... ..	21	17	17	16
Totals ... ..	246	205	252	224
<b>Kojonup—</b>				
Kojonup ... ..	24	22	22	19
<b>Mourambine—</b>				
Mourambine ... ..	...	...	31	29
Pingelly ... ..	53	38	51	38
Taylor's Well ... ..	21	18	...	...
Wandering ... ..	27	26	27	26
Westbrook ... ..	...	...	25	20
Totals ... ..	101	82	134	113
<b>Narrogin—</b>				
Cuballing ... ..	33	29	44	36
Narrogin ... ..	100	76	123	96
Woolwolling ... ..	...	...	...	...
Yarling ... ..	...	...	...	...
Totals ... ..	133	105	167	132
<b>Northam—</b>				
Baker's Hill ... ..	...	...	18	18
Clackline ... ..	39	32	38	35
Grass Valley ... ..	40	34	42	36
Jennapulin ... ..	24	20	25	24
Jurokine ... ..	10	8	10	9
Malabaine ... ..	36	33	38	36
Momberkine ... ..	29	28	29	27
Northam ... ..	333	267	355	307
Silver Hills ... ..	...	...	...	...
Seabrook ... ..	21	19	15	13
Wongamine ... ..	16	13	15	13
Wooroloo ... ..	24	19	23	15
Totals ... ..	572	473	608	533

NUMBER OF CHILDREN ON ROLL, ETC.—*continued.*

Schools.	Roll at Visit of Inspection with- out notice.	No. present First Inspection Visit.	No. on Roll Annual Inspe- ction Visit.	No. present Annual Inspe- ction Visit.
<b>Plantagenet—</b>				
Albany ... ..	400	314	354	273
Albany Infants' ... ..	184	129	177	161
Cranbrook ... ..	31	35	28	19
Denmark Mill ... ..	65	49	...	...
Frankland River ... ..	...	...	11	7
King River ... ..	17	14	16	15
Kybalup ... ..	...	...	6	6
Mt. Barker ... ..	49	36	51	48
Tenterden ... ..	...	...	...	...
<b>Totals ... ..</b>	<b>746</b>	<b>577</b>	<b>641</b>	<b>529</b>
<b>Ravensthorpe—</b>				
Ravensthorpe ... ..	..	...	60	49
<b>Toodyay—</b>				
Bejoording ... ..	25	23	26	26
Coondle ... ..	21	19	21	20
Jumperding ... ..	19	18	17	17
Newcastle ... ..	108	87	108	87
Toodyay ... ..	15	15	17	17
<b>Totals ... ..</b>	<b>188</b>	<b>162</b>	<b>184</b>	<b>167</b>
<b>Wagin—</b>				
Badjanning ... ..	20	18	...	...
Wagin ... ..	119	104	120	108
Wedgicarrup ... ..	17	14	20	19
<b>Totals ... ..</b>	<b>156</b>	<b>136</b>	<b>140</b>	<b>127</b>
<b>Williams—</b>				
Williams ... ..	29	25	27	22
Quindanning ... ..	...	...	...	...
<b>Totals ... ..</b>	<b>29</b>	<b>25</b>	<b>27</b>	<b>22</b>
<b>York—</b>				
Balladong ... ..	15	14	19	19
Bally Bally ... ..	24	22	27	21
Greenhills ... ..	29	24	28	26
Tipperary ... ..	31	32	28	26
Quellington ... ..	24	19	24	24
York ... ..	174	148	171	166
York Infants' ... ..	86	64	88	78
<b>Totals ... ..</b>	<b>383</b>	<b>323</b>	<b>385</b>	<b>360</b>

*Summary.*

District Board.	Inspection without notice.		Annual Inspection.	
	Roll.	No. Present.	Roll.	No. Present.
Beverley ... ..	95	72	146	131
Broomehill ... ..	47	37	69	53
Esperance ... ..	...	...	86	78
Katanning ... ..	246	205	252	224
Kojonup ... ..	24	22	22	19
Mourambine ... ..	101	82	134	113
Narrogin ... ..	133	105	167	132
Northam ... ..	572	473	606	533
Plantagenet ... ..	746	577	641	529
Ravensthorpe ... ..	...	...	60	49
Toodyay ... ..	188	162	184	167
Wagin ... ..	156	136	140	127
Williams ... ..	29	25	27	22
York ... ..	383	323	385	360
<b>Totals ... ..</b>	<b>2,720</b>	<b>2,109</b>	<b>2,921</b>	<b>2,537</b>

The average attendance was 81.3 on enrolment, as against 77.8 in 1903, which shows a satisfactory increase.

*Report of Mr. R. Gamble, Inspector of Schools, 1904.*

District.	1st Quarter.			2nd Quarter.			3rd Quarter.			4th Quarter.			Year.		Present on day of annual inspection.	No. of schools in operation during year.
	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Roll at end of quarter.	Average weekly enrolment.	Average attendance.	Average weekly enrolment.	Average attendance.		
Beverley...	151	155	114	164	161	128	168	164	133	161	165	135	167	131	181	4
Broomehill	67	62	47	69	66	49	75	72	51	56	59	40	68	50	53	2
Esperance	100	96	82	97	98	84	86	94	81	86	86	78	94	81	78	1
Katanning	247	245	197	258	253	209	257	252	203	270	263	219	254	207	224	7
Kojonup...	24	24	16	22	22	18	22	21	16	20	22	16	22	16	19	1
Mourambine	108	110	86	140	143	118	155	150	124	155	158	127	153	124	113	5
Narrogin...	135	132	94	159	152	114	188	186	148	192	197	161	178	141	132	4
Northam...	607	601	461	633	621	506	631	620	605	612	621	496	617	493	538	12
Plantagenet	729	749	592	646	702	585	697	696	667	615	645	535	722	590	529	9
Ravensthorpe	59	57	47	59	61	45	60	58	45	63	62	45	60	45	49	1
Toodyay...	185	188	158	184	184	160	182	182	160	181	182	153	184	167	167	5
Wagin...	153	152	134	162	159	135	161	161	135	138	140	121	168	136	127	3
Williams...	44	43	31	41	40	30	27	29	25	31	28	19	42	31	22	2
York...	378	375	306	387	381	312	396	396	340	385	391	331	385	323	360	7
Totals, 1904...	2,987	2,968	2,365	3,023	3,043	2,493	3,105	3,081	2,533	2,965	3,022	2,479	3,105	2,525	2,537	63
Totals, 1903...	2,978	2,981	2,263	2,969	2,944	2,260	3,002	3,022	2,369	2,940	2,975	2,372	3,047	2,372	2,364	57

## RESULT OF ANNUAL INSPECTION.

*Excellent.*

Albany Infants' ; also in 1900, 1901, 1902, and 1903, Plantagenet District.

*Very Good.*

Cartmesticup ... ..	Katanning District
Coondle ... ..	Toodyay "
York Infants' ... ..	York "

*Good.*

Brookton ... ..	Beverley District
Grass Valley ... ..	Northam "
Cranbrook ... ..	Plantagenet "
Frankland River ... ..	" "
Kybalup ... ..	" "

Eight were classified as very fair, 19 as fair, 17 as weak, and 1 was visited for classification of children only.

The following new schools were opened during the year:—

Toolbrunup, 21st January	Wolwolling, 23rd May
Taylor's Well, 8th June	Yarling, 26th July
East Beverley, 13th "	Tenterden, 19th September
Westbrook, 13th "	

Torabay Junction was finished before the end of the year, but was not opened. Ewlyamartup, near Katanning, was built by the settlers, but the Department was unable to procure a teacher for the salary of £60 for such a small school. Quindanning was closed from 24th June, and Denmark, temporarily, from 30th September.

The number of schools in operation during the year was sixty-three, being an increase of six upon last year's number. Forty-six of these schools received two visits, ten one, and the others were either closed at the time fixed for the annual inspection, or were opened too late in the year for a visit to be paid to them. The Roman Catholic schools, with the exception of the one at Newcastle, and the private schools, were visited as usual. I assisted in the annual inspection of the following Metropolitan schools:—Claremont, Cottesloe Infants', East Perth, East Perth Infants', Highgate, Maylands, Newcastle Street Boys', Girls', and Infants', Perth Boys', Girls', and Infants', and West Leederville, and conducted the Monitor's examination at Kalgoorlie, and the Teacher's examination at Bunbury.

Manual training was continued at Northam, recommenced at Newcastle, and centres were organised at Albany and Wagin.

Cookery and Housewifery classes were commenced at Albany, under Miss Darby.

## INFANT SCHOOLS.

The Albany school was again classified as "excellent." This is the fifth year in succession that this school has been awarded this distinctive classification. The York school was awarded the "V. Good" classification this year.

## BUILDINGS, ETC.

With the exception of the schools at East Beverley, Silver Hills, Wolwolling, Woodanilling and Wooreloo, the buildings are Departmental and, as a rule, are in a satisfactory state of repair.

New buildings have been erected at Torbay Junction, Tenterden, Westbrook, Taylor's Well, Toolbrunup, Yarling, and Ewlyamartup.

The number of applications for new schools shows that settlement along the Great Southern Railway is gradually increasing.

Sites have been chosen and arrangements made for the erection of schools at the following places:—Aldinga, Mariwongy, Mt. Hardy, Nigalup, Popanying Pool, Tambellup, Wardering Spring, Wolwolling.

At Narrogin a new and more commodious school is being erected on a different site to meet the requirements of this growing township.

Very few grounds remain unfenced, and dangerous timber has been removed.

Individual teachers have taken a special interest in tree planting, and they are to be commended for growing ornamental and shade trees in the play grounds, and fruit trees in their own gardens.

If only three or four trees were planted yearly by each teacher, what a different appearance our grounds would have in the future. I should like to see a special day set apart in each year for tree planting, as is done in the neighbouring State of South Australia, where "Arbor Day" is made quite an event of the year. Some teachers do make special efforts to impress upon the children the necessity for regular and systematic tree-planting, and are careful to utilise all waste water from the lavatories for the purpose of watering the trees during the summer months. School gardens and agricultural plots are not as numerous as I should like them to be in an agricultural district like the Eastern and Great Southern.

The best children's gardens were again found at Mombarkine, while at Wagin commendable efforts are being made to interest the children in this work.

### REGISTRATION, ETC.

In very few instances have I found that the teachers have shown actual neglect in the keeping of the several record books.

Many teachers take special pains to keep these books neat, correct, and up-to-date, in every particular.

Individual cases, however, still exist where a want of care is noticeable, and where arrears are allowed to accumulate. Teachers new to our system and requirements show a want of attention to the thorough keeping of the records.

One instance of falsifying the attendance register had to be investigated.

Time tables have been more thoughtfully compiled, much greater attention having been paid to—

- (a.) The proper grouping of standards and subjects.
- (b.) The sequence of lessons.
- (c.) The allotment of time for each subject.

Programmes of lessons also are improving; for the work has been better graded, and more fully set out in detail.

### READING.

In schools where this subject is intelligently and systematically taught to the infant children, the good effects are very noticeable afterwards in the standard classes. Little ones, who are thoroughly taught to sound and recognise the consonants and short vowels in simple words, can easily acquire a knowledge of the long vowel, diphthong, and double consonant sounds in more difficult words.

Where word-building with loose letters is combined with the introductory information or object-lesson on each type-word, and the simplest drawing of the objects representing these type-words the earliest lessons are made interesting and pleasurable both to pupils and teachers.

In schools where the alphabetic method still forms the basis of the teaching, the lessons are dull, monotonous, and uninteresting, and the progress exceedingly slow. Children simply repeat what they are told, and are scarcely ever required to make individual efforts themselves. If the hints to teachers printed on the inside pages of the covers of the primers were carefully studied and followed, much better results would be obtained in such schools. An adaptation of the following method, translated by W. H. Payne, A.M., from Compayré's "Lectures on Pedagogy," is recommended:—

"In the new system of instruction a pretty little illustrated book is given the child. This is his first book, and yet it does not begin with the alphabet, but with pictures, as a wheel, a nest, or a bat. Above the object, neatly drawn, is the name, written in large letters; it is always a short and easy word, such as Vogel calls a normal word. The teacher speaks to his pupils of the object which they see before them, both drawn and written; and he then shows them the characters used to write the name of that object. He next writes the entire word on the board, in order to decompose it before their eyes, and make them pronounce each vowel by itself, so as to show them how the consonants modify it; then, by a sort of guesswork, he sets them to hunting up a few common words in which are found the same sounds, and, consequently, the same letters; and, finally, he sets them to looking in their books, here and there, for characters like those which they have just learned. This is the use that is made of the ear and the eye; that of the hand is its immediate complement, and, very often, the beginning is made with this to simultaneously teach reading and writing."

Unfortunately, too many teachers do not carry on the phonic, combined with the look-and-say method and word-building in the standards, but rely almost entirely upon the alphabetic and look-and-say methods, thereby retarding the progress made in the infant classes.

In Standard I. some teachers are satisfied if the children read the words accurately, whereas it is here and in the senior infant classes that the attempt should be made to teach the children to read in a natural tone, and to break up sentences rather into phrases than into single words. If this object is kept prominently in view by teachers throughout the standards, then reading cannot fail to become fluent, accurate in articulation, enunciation, and pronunciation, and what intelligent reading really is, viz., the expression of another person's thoughts exactly as he would have them expressed. Where sound and intelligent methods are used, the progress in this subject is very satisfactory.

### WRITING.

Although attention has frequently been drawn to the proper use of copy-books, cases still exist where teachers simply allow the books to be distributed, almost entirely neglecting the scholars engaged in the work during the lesson. There is actually no teaching of writing done, and the results as a rule are very disappointing. Such cases, however, are fewer in number this year, and I am hoping to soon find them non-existent.

In schools where these books are properly used, and the work carefully supervised and corrected as the lesson proceeds, the results are satisfactory, the books are neat and clean, the writing uniform, and the copy carefully imitated.

In a few schools it was noticed at the inspection visit without notice that an insufficient quantity was written during a lesson, the children being allowed to sit without occupation during too much of the lesson time. The best writing, however, is found in the schools in which this subject is taught by means of graded exercises written by the teacher upon the blackboard.

The transcription and dictation exercise books have, on the whole, been better supervised, and the errors in writing and spelling more carefully corrected. In very few schools did I have to draw the teacher's attention to the omission of the dates when the exercises were performed. The most noticeable errors in the script work were:—Want of uniformity in the direction and thickness of the straight lines; roughness of strokes, both up and down; letters too tall or too short; curves wrongly formed; and letters not properly joined.

There is more uniformity in style, but the dictation and composition exercises do not sufficiently show that the upright character of the writing lends itself to rapidity and legibility combined. I am of the opinion that a slight slope in the writing of from 10 to 15 degrees, generally termed the natural slope, ensures a greater degree of rapidity and legibility.

#### ARITHMETIC.

Evidently the teachers generally are striving to teach this important subject more concretely, and more intelligently. Greater attention has been paid to the teaching of the tables, and the mental work, as a rule, has been made introductory to, and an integral part of each written lesson. At the inspection visits this year I have noticed less abuse than formerly of the arithmetic cards issued by the Department. The teaching has been more graded and systematic, and much more attention generally paid to processes, reasons, and correctness of methods.

The paper pads, used principally for arithmetic in the majority of the schools, distinguish the careful from the careless and negligent teacher; the teacher, who corrects and personally supervises all work, from the one who is content with simply reading out the answers, allowing the children to correct their own work without his personal supervision; and expose those who have allowed the work to pass without any correction or supervision whatever. Neat work has generally been correct work. The habit is still too common amongst some teachers of working sums on the blackboard at the end of a lesson (in instances the children simply sitting looking on) without previously taking the precaution, by marking the work, to find out those who are incorrect, and who alone need guidance or assistance. I hope to see less of this kind of almost wasted energy in the future, and eventually its complete cessation.

Some of the untrained teachers in the small bush schools have studied and taught from the manuals so well that the results have been very pleasing.

In this subject the following is taken from "The Instructions to Inspectors" issued by the English Education Department:—

"In Schedule I., another scheme, marked B, is proposed as an alternative to the ordinary standard course. Many experienced teachers believe that the true progression in arithmetic is not to be found in advancing from addition and subtraction to multiplication and division, with the large numbers often given in sums, but in graduated exercises, beginning with small numbers and exhausting all their combinations. Such teachers will take, for example, the number 20, and after helping the scholars to count cubes or other objects, will dissect the number, find out in how many ways it is made up, learn its fractions and aliquot parts, apply it to money, length, hours and minutes, and perform all the arithmetical processes, both orally and in writing, which can be dealt with within that limit; higher numbers being reserved to a later stage. A footnote to Schedule I. requires you to satisfy yourself that the reasons of arithmetical processes have been properly explained and understood. This is a department of schoolwork which has been much overlooked. There is in an elementary school course scarcely any more effective discipline in thinking than is to be obtained from an investigation of the principles which underlie the rules of arithmetic. It is therefore desirable that you should very frequently ask the teacher of the class to give a demonstration lesson on this subject, and he should so work out an example on the blackboard as to make the reason of every step of the process intelligible and interesting to the scholars. When children obtain answers to sums and problems by mere mechanical routine, without knowing why they use the rule, or when, on receiving a question or a problem, they ask, 'What rule is it in?' they cannot be said to have been well instructed in arithmetic."

#### DRAWING.

This is one of the subjects which, when intelligently taught, gives perhaps the greatest amount of pleasure to the scholars, and, I may be allowed to add, to the teachers also. In the freearm work there has been a better attempt made by some to encourage the senior children to develop and design from the elementary forms. Of course this is the most difficult part of the work, but it should be remembered that it is the real object of our freearm work, and all teaching should tend towards attaining that object. From some practical educational notes on designing by a practical teacher, I culled the following:—"For some years the writer has made a practice of allowing the children in the upper standards to make simple freearm designs of their own. The plan followed is to get the children to rule in or draw with the compasses on their drawing-boards or wall blackboards some geometrical figure, such as a square, oblong, semicircle, etc. Each child is then required to fill up this space in accordance with his own ideas. When complete the drawing is expected to show thought and purpose, and should be graceful and neatly finished. It is far more interesting, useful, and rational to teach children in this way than to keep them always at the task of copying designs from cards or drawing sheets."

In some schools brush drawing has made advances, and more actual work from flowers has been done. This work is to be encouraged, as it will develop artistic tastes.

Geometrical work has improved in the larger schools, but little can be done in the small schools. Object drawing is better understood, and taught more from actual and simple objects. In some schools this work is still mainly done from pictures, not from actual objects.

From time to time very valuable hints and suggestions upon the teaching of this subject have appeared in the "Circulars," and I would suggest that these be collected and printed in book form, and distributed amongst the teachers.

#### ENGLISH.

Formal grammar has remained at about the same stage of efficiency.

Answering in complete sentences by the junior children has been more or less carefully taught, but oral composition has scarcely made any advancement. It is looked upon as a most difficult subject to teach, and is one that untrained teachers take too little interest in. There are so many common things around the children that lend themselves to this teaching that one is surprised to find that scarcely any knowledge is shown by the little ones when questioned upon common objects, pictures, etc., in and out of the school.

Written composition in the upper standards is still too much confined to the reproduction of stories told, and it is evident generally that original essay writing has not received the attention that its importance warrants. In recitation a better choice of poetry is noticeable in many of the schools, and recitation has improved. The following books will be found helpful to teachers anxious to obtain suitable pieces of poetry for recitation:—"A Child's Garden of Verses," by R. L. Stevenson, published by Longmans, Green, & Co.; "Poet's Walk," chosen and arranged by Mowbray Morris, published by Macmillan & Co.; "The Golden Treasury," Series I. and II., arranged by Francis T. Palgrave, published by Macmillan & Co.

Geography and History, excepting in a few of the schools, have not made that progress one could reasonably expect. I do not think that geography will improve much until a good and suitable book is approved of by the Department, from which up-to-date and interesting matter can be obtained by the teachers.

Scripture.—The teachers as a whole take pains to teach the work set forth in the curriculum conscientiously, and in many cases take this as a basis for moral lessons. The definiteness of the present programme has helped to make the teaching more thorough in character.

Nature Study.—In the Principles of Education, by T. Raymont, M.A., the following remarks occur:—

"More recently, and under the impulse of certain educational movements in America, the sort of instruction now technically known as "nature study" has received much attention, and is taking the place formerly held by object lessons. Whether the change will be entirely for the better must depend, however, upon the precise way in which the term "nature study" is understood. In some quarters it appears to be a revival of object lessons, with all their faults except that special attention is bestowed upon natural history. Others base the instruction upon specially prepared reading books, the contents of which the teacher is supposed to explain and illustrate—a plan, which, however well carried out, is quite at variance with the spirit and methods of the true lover of nature. Another view tends to the identification of nature study with elementary science, and therefore, unless most carefully interpreted, to the premature use of scientific classification and terminology. Still another view is, that not only is nature study distinct from elementary science, but that it should be quite informal and unsystematic, both in its aims and its methods, so much so that it should have no definite place in the curriculum, or at least in the time-table; that it should be a recreative subject outside the serious work of the school, and that it should not be subjected to the tests usually applied to other branches of instruction. On the whole, the safest course is, perhaps, that of combining regular classroom instruction, conducted with the help of suitable specimens and apparatus, with such informal expedients as calendars and journals, school excursions, and junior naturalists' clubs. A course of this kind could be more and more connected as years advance, until, when the pupil is about fourteen, the time is ripe for a more orderly and exact training in certain branches of elementary science properly so called."

Very little systematic teaching in this direction prevails in my district, but I am hoping that greater interest will in the future be manifested, especially as the work is being organised in some of the other States.

#### GENERAL REMARKS.

The general discipline, order, and tone continue to be very satisfactory, and there are many evidences indicating that the majority of the teachers have been cheerful, kind, and industrious. The country teachers as a body deserve well of the community. On the whole they are patient and unobtrusive, and do their best for the little ones placed under their charge. They have plenty to do, generally have a high sense of duty, and work at times under difficult and trying conditions.

ROBT. GAMBLE.

14th February, 1905.



*Report of Mr. Wallace Clubb, B.A., Inspector of Schools, 1904.*

**THE NORTHERN DISTRICTS AND THE BLACKWOOD.**

I have the honour to present my report on the schools under my supervision during 1904. These are 69 in number. The subjoined table shows the localities in which these schools are established, and the average enrolment and attendance during the past year :—

Districts.	First Quarter.			Second Quarter.			Third Quarter.			Fourth Quarter.			Year.		Present on day of Annual Inspection.	No. of Schools in operation during year.
	Roll.	Average enrolment.	Average attendance.	Roll.	Average enrolment.	Average attendance.	Roll.	Average enrolment.	Average attendance.	Roll.	Average enrolment.	Average attendance.	Average enrolment.	Average attendance.		
Blackwood	438	440	370	462	452	387	478	470	398	503	506	436	513	435	375	16
Gascoyne ..	58	57	41	58	57	41	58	58	42	64	62	44	59	43	...	1
Geraldton	454	455	402	474	472	421	469	472	425	458	462	402	465	413	444	3
Gingin ..	132	129	111	125	130	110	121	120	101	116	117	100	126	107	114	7
Greenough	...	112	87	108	109	89	110	111	93	108	106	92	110	90	86	5
Irwin ..	130	122	98	141	141	107	135	138	116	134	136	113	139	114	123	4
Melbourne	164	159	133	174	177	155	185	181	154	196	190	163	191	161	161	9
Murchison	439	445	345	468	478	409	506	505	428	473	484	398	493	410	441	9
Northampton	69	67	51	71	73	58	79	75	57	76	81	57	77	59	58	4
Roebourne	22	22	16	23	23	19	23	23	16	22	21	14	23	16	...	1
Sharks Bay	19	19	17	23	19	18	23	21	19	25	23	22	20	19	...	1
Swan ..	730	712	550	736	723	587	763	745	625	754	765	634	738	602	581	7
Broome ..	26	25	20	27	26	23	30	29	22	32	32	29	28	23	...	1
Meekatharra	...	...	...	...	...	...	15	10	10	18	17	14	14	12	...	1
	2,771	2,764	2,244	2,904	2,880	2,424	2,995	2,958	2,506	2,979	3,004	2,513	2,996	2,503	2,383	69

\* Not open.

These numbers show an increase on last year's figures in enrolment of 218, and in attendance of 232. The percentage of attendance shows a distinct improvement.

During the year the schools at Lake Austin, Norlup, and Upper Chittering were closed owing to insufficient numbers. New schools were opened at Beechboro', Wannamal, Scotsbrook, Meekatharra, Mardo, and Greenbushes Mills.

#### INSPECTION.

Of the schools due for annual inspection (58) all were duly examined with the exception of Darradup. Owing to the death, by accident, of the Headmaster a day or two before the date of my visit the examination had to lapse.

In addition to this formal visit, second visits of inspection without notification to the teacher were, paid to 46 schools.

The following Convent Schools were also inspected:—Geraldton Convent, Convent High School St. John's Convent, St. Thomas', Central Greenough, Cue Convent School, Day Dawn Convent School, Northampton Convent.

During the year I assisted at the inspection of the following schools in the Metropolitan area:—Beaconsfield Infants', Cottesloe Senior, Fremantle Boys', Fremantle Girls', Fremantle Infants', North Fremantle, Highgate, Highgate Infants', Leederville, Leederville West, Maylands, Newcastle Street Boys', Girls', and Infants' Schools, Perth Boys', Perth Girls', Perth Infants', Perth East, North Perth, Plympton, Subiaco, Subiaco Infants', White Gum Valley.

As a result of the inspection visits the schools in my district were classified as follows:—Good, 6; Very fair, 7; Fair, 20; Weak, 16; Bad, 6. Two were visited only for classification of scholars. Putting this in another way, 33 schools were up to or above standard, 16 slightly below, and 6 very unsatisfactory. Of the 22 schools that failed to reach standard it is noteworthy that not one is in charge of a trained teacher, and only 8 of the 22 teachers have any certificate. Ten out of the 22 schools were not weak last year, and it is significant that they are all in charge of new teachers. Again, of these 22 schools 21 are schools of our smallest class. Combining all these facts, one may note that (1) it is in the small bush schools that the weaknesses occur, and (2) it is these schools that necessarily carry the lowest salaries, and therefore attract but the poorest class of teacher. The salaries paid to these teachers vary from £60 to £160 per annum.

It is but fair to state that a number of them do their best, and succeed very fairly in imparting a knowledge of reading, writing, and elementary arithmetic. At the same time it is regrettable that so few of our weak teachers seem to have any desire to improve. The Department proposed holding a summer school much on the lines I recommended in my last report, and met with but very little encouraging response from the teachers for whom such classes were specially intended. For instance, only three out of the 22 noted above applied. Under the circumstances one can only consider that the other 19 are satisfied to go on with their existing limitations in practical skill.

More frequent inspection visits will do much to raise the character of the work in these small schools, but under existing circumstances it is impossible, owing to the amount of travelling that has to be done, to visit as frequently as one could wish.

The "Good" schools for the year were:—North Bindoon (Mr. Brown), Glen Lynn (Miss Jones), Greenbushes (Mr. Jas. Flanigan), Kirrupp (Mr. Milligan), Nannup (Miss Hamilton), Middle Swan (Miss Horrigan).

The following schools also deserve creditable mention for the work done, often under difficult circumstances:—Cue, Day Dawn, Lennonville, Mingenew, Midland Junction Infants', Indarrie, Marbro.

#### BUILDINGS, GROUNDS, ETC.

There are now only one or two schools unsatisfactory in this respect, and provision is being made to remedy the defects. In all the other cases the department has erected schools of a very comfortable and suitable character. The lighting, ventilation, and equipment are exceedingly good in even the smallest of the bush schools. Nothing has been left undone to secure that the work shall be carried out under the best possible conditions.

Unfortunately a large number of the teachers are debarred, owing to climatic causes, from doing much to beautify the grounds, but in the Midland district and in the Blackwood tree-planting and flower gardens are general. The teacher at Mingenew (Mr. John Flanigan) deserves special mention for the interest he has excited in horticulture among the children, and for the very neat school gardens. It is to be hoped that wherever possible systematic cultivation will be taken up and the planting of shade trees be made more general.

Mr. Williams of the Moonyonooka school continues to maintain the best experimental agricultural plots in my district. Distinctly good work of a most useful type is being done.

More might still be done towards increasing the comfort of the teachers' quarters. A number of married teachers still have to be content with two small rooms, and part of the school verandah (often quite exposed) as a kitchen.

#### DISCIPLINE.

I have again to report favourably upon the general tone and discipline existing in the great majority of the schools. Harsh and repressive discipline is very rarely met with. Given a teacher with firm character, it almost always follows that improved methods in teaching are productive of improved discipline. The excitement of interest in the work naturally secures an attitude of attention and willing co-operation on the part of the children.

Complaints have been practically non-existent; if anything, there is occasionally a tendency to allow a little too much self-assertion on the part of the children. Encouragement of the individuality of the child and the proper development of his will are essentials, of course, but it is the *will to do right* and not *self-will* that the teacher has to insist upon. The child cannot be allowed to study merely what he likes.

#### INSTRUCTION.

The quality of the instruction given may be estimated to a certain degree by the classification of the schools cited above. The district contains a very large proportion of small schools, and naturally these schools are under charge of teachers holding our lowest grade of certificates. A number are without any certificates at all. Clearly, then, one can hardly expect to find the best methods in operation or the teachers in these cases as well equipped as one could wish for the work of our extensive curriculum. It is pleasing to be able to say, however, that in spite of these limitations, the instruction given in Reading, Writing, Arithmetic, Spelling, Drawing, Grammar, and Geography is, on the whole, sound. The task of finding teachers willing to go to these "out-back" schools, at salaries in very many cases not equal to those paid to labourers in the city, is not an easy one, and it is therefore the more satisfactory to think that, in spite of certain limitations in other respects, the rudiments of education are being placed within the reach of children even in the very remote districts.

Though it is difficult to see what subjects to exclude from our present curriculum, I feel that in provisional and half-time schools the excision of some of the less essential subjects would lead to greater efficiency in others, owing to the extra time which might thus be placed at the disposal of a teacher, who, though only in charge of about a score of children, has nevertheless three different groups of classes, as well as infants, to teach.

In the larger schools in this district the work generally has been satisfactory in all subjects. In these schools the staffing is becoming more efficient, and the work of the Training College and monitors' classes, by improving the mental equipment of the young teachers, will ultimately raise the work in the schools to a still higher standard.

Of the work done in the various subjects, I beg to report as follows :—

#### READING.

This is generally satisfactory throughout the district. The work is, however, better relatively in the lower classes, where the mechanical elements are more pronounced, than in the upper classes, where the finer work that is the outcome of good methods is so necessary. A good deal of the falling off in these classes is, I think, attributable to the somewhat unsuitable reading matter put into the hands of children. At times the subject matter is of very little interest, and frequently written in English that is too difficult for thorough comprehension by children. The new series that the Department has adopted should prove in every way beneficial. If a child is to read with intelligence and natural expression, he must be given subject matter of interesting character and suitable to his stage of mental development.

The abuse of simultaneous reading is now rarely encountered, though there is still too much reliance placed upon pattern and imitation reading—a process which may easily become uneducative.

#### WRITING.

In my last report I mentioned that, owing to a change to the upright system having been adopted some years before, the writing had somewhat retrogressed. I have very carefully inspected the work in this subject this year on that account and cannot yet speak with satisfaction. The children can produce very neat and good writing indeed in the upright style *when given unlimited time*, but this system of writing appears to me to fail when the pace of an ordinary letter or dictation test is imposed. The preservation of perfectly upright writing under these conditions appears to be difficult for children, and one finds not infrequently a slope either to the right or left continually creeping in, which mars the uniformity of the writing. I still hesitate, in view of expert evidence, to pronounce against the system. The fault may still lie in the fact that many of the teachers are apparently unable to adapt their own handwriting to the new style, and consequently the children, with their usual imitateness, copy the teacher at times. I have very little hesitation, however, in saying that, as far as my own experience goes, the writing that the upright series has so far produced is not as good for ordinary rapid writing as that which was secured by the system that it supplanted, viz., a semi-upright, with a slight slope of 10 or 15 degrees.

#### ARITHMETIC.

This is probably the most difficult subject for result purposes that the teacher has to handle, and, on the whole, better work has been done this year than last. The aim of the curriculum in our schools is throughout to make the subject intelligible. Long meaningless numbers are purposely excluded from the work of the junior classes, so that the child may be able to understand, in the problems he is set to do, the meaning of the figures he is handling. One result of dealing with comparatively small numbers has, however, been that accuracy in mechanical operations has not been as good as could be wished. More use should be made of the ordinary rapid tests for accuracy. In the tables and mental arithmetic the work is not so satisfactory. The concrete is still insufficiently used, and so one finds children using words (*e.g.*, gallon, link, litre, etc.) for objects of which they have no direct experience, and which are therefore little more than mere sounds. "For every idea of relation," says Lloyd Morgan, "we must have a basis in practical experience." The attempts of even senior children at times to actually demonstrate what a rod, or a chain, or square yard, etc., really signifies, shows that this "basis in practical experience" is often absent.

In the senior classes the problem work and accuracy are generally satisfactory. There is a distinct danger, however, of insufficient attention being paid to a knowledge of such theoretical work as is essential for an intelligent comprehension of the processes employed in the working of problems. To too many children the terms L.C.M., G.C.M., decimal, percentage, etc., are more or less vague in their significance.

The suggestion made in my last Annual Report as to the desirableness of co-ordinating our mathematical work in the schools, and introducing the study of Algebra and Geometry from the Fifth Standard has now been adopted in all the large schools, and, in the hands of capable teachers, the new syllabus should be productive of a better class of work in the upper standards.

#### DRAWING.

The remarks made in my last report are still applicable. Considerable improvement has resulted from the insistence upon properly graded and correlated schemes being drawn up. Drawing should give the power to represent any forms that come within our environment, and the best schemes of drawing are those which make most of the material that is to hand. There seems to be no excuse for the system of drawing from copies and nothing else, and one notes with satisfaction that object drawing is now in almost all schools drawing from the actual object as seen. Designing is still a weak part of the subject—necessarily so, perhaps, for the power to create original designs is not possessed by the many. More could, however, be done if systematic courses were given. A good teaching scheme should show wherever possible how the work for the month in Nature Study and the drawing of natural forms has been utilised in conventionalised form as a basis of design.

#### NATURE STUDY.

But little has yet been done in this branch of educational work; more could hardly, as yet, have been expected. By many the subject is regarded somewhat in the light of an extra. The admirable manner in which it serves to vitalise and raise to a higher plane of educational value the subject of brush-drawing is in danger of being overlooked. There is no part of my district in which animal, insect, or vegetable life suitable for intelligent study is not abundantly in evidence. Were Nature Study taken up on good lines, the monotonous repetition of blob forms and stereotyped geometrical designs in the brushwork of the upper standards would give place to work of a more interesting, more instructive, and more scientific character. For Nature Study means exercise in observation, in deduction, in experiment; the knowledge gained is real knowledge; it comes first hand to the child, and from that knowledge he can gain an intelligent appreciation of the phenomena of life and of scientific method. His notes need not consist of tabulated lists alone, for he can use both his drawing and his brushwork to set forth graphically what he has observed, and thus these subjects are lifted from the status of more or less mechanical occupations to an exercise of much higher intellectual value.

It is to be hoped that wherever possible intelligent courses in Nature Study will in future find a place in the work of our better schools and supersede much of the unsystematised work in object lesson drawing and brushwork that exists at present.

#### HISTORY.

Of the work in history I can only write in terms of moderate satisfaction. The methodology of the subject has not received adequate study on the part of the teachers, and consequently one often finds a series of more or less disconnected facts considered as history. There has not been sufficient stress laid upon development in historical study. The great movements that have influenced the destinies of our race have often not been treated with sufficient regard to causes and ultimate results, but rather as isolated facts. Geography, too, has not played sufficient part in the teaching of history. Many parts of geography could be better comprehended if they were explained in connection with those historical events to which they give rise. The converse is also true, "History should be brought down to earth and kept there."

There has also been considerable misuse in the matter of historical dates. The pendulum has swung from the old extreme of learning multitudinous dates to the other extreme of hardly learning any. Dates must, however, always play an important part in the study of history, so that events may be kept in position. The teacher has to use judgment as to what dates are necessary. The date of the most significant event in an important movement should certainly be memorised. "Dates that are famous should be remembered because they are famous. The Frenchman has as much reason to be shocked at ignorance of the meaning of 14th July as the American of 4th July."

There has also been on the whole an under valuing of the educational importance of history and the time allotted to the study of it has not been commensurate with its value. It was the opinion of Ziller, one of Herbart's leading disciples, that history not merely has "the greatest practical value in bringing about the moral revelation of the world in the mind of the child," but also that "it may serve as the core of the school studies at every stage of education except the lowest, since the development of the child and the development of the race roughly coincide." What our teachers need to keep in mind is that history should open to the child the reality of the world in which he dwells, so that he may more completely enter into its life and obtain a clearer consciousness of what he is himself. If this end is to be attained, it cannot be through the medium of a mere chronicle of deeds, with the addition of numerous names and dates. The bare isolated fact means little; its significance must be studied from the causes which made it possible and in conjunction with the consequences to which it gave rise.

A new syllabus comes into operation in 1905, which gives to history the prominence it deserves, and which, if intelligently used, should prove most beneficial in promoting the mental and moral development of the children in our schools.

## GEOGRAPHY.

The work in this subject is generally sound and the methods are, in the majority of cases, intelligent ones. Far more correlation has been apparent than was the case last year, and in the lower standards the method of using out-door lessons and concrete illustration, which has been strongly recommended by the Department, has resulted in a general advance. There are still some teachers who have not yet broken away from faulty methods, but they are happily a small minority. The one part of the subject which is still in need of great improvement is the scale plan, and map drawing. I have found many teachers allowing children to draw plans of the room to scale when the children had but the vaguest notions of what a plan really represented and what scale drawing meant. The drawing of the plan of the room to scale has been intended as the application of a long series of lessons beginning with plan drawing of the simplest objects, then the introduction of simple whole-number scales, then the application to these easy plans of easy fractional scales ( $\frac{1}{2}$ ,  $\frac{1}{4}$  for example), and finally the consideration of the plan of the room. Really the drawing of the latter is the work for the latter half of the school year, yet I have found teachers attempting to teach this work in the first quarter.

In mapping, also, much of the work is faulty. The maps are often either too elaborate or too bald. One teacher loads the map with a host of unnecessary detail; another omits much that should be inserted. The mistake is really due to the arbitrary dissociation of the mapping from the geography lesson. If ten minutes were allowed at the conclusion of each geography lesson for the insertion in maps by the children of what they have just been taught (i.e., if the map were made a sort of graphical representation of the lesson) the extremes noted above would be avoided, and the subject be given an educational value. At present mapping is too often a mere copying process from an atlas, and the child, in consequence, makes entries which are often meaningless. Names do not constitute geography any more than isolated facts make history.

Too much time is also spent over the insertion of numerous meridians and parallels, and the memorising of the numbers of these in one year, only to be forgotten the next. Certain lines should be inserted, e.g., equator or the tropics, or the meridian and parallel of the capital and of the town in which the school is held, but more care must be taken that the real significance of these lines is comprehended.

## ENGLISH.

This subject really falls under two heads—formal grammar and composition. A general advance has been the rule in both departments of the subject. In the purely grammatical part of the work this advance is more marked than in the case of composition. I attribute this to faulty conception on the part of most of the teachers of the aim of formal grammar. Too often it is treated as a subject apart from composition, whereas the attainment of correct composition is really the main reason for the teaching of formal grammar. Our scheme provides for the teaching of oral composition from the lowest classes and the introduction at the Fifth Standard of written composition. It has been my experience that the oral composition lesson is one which causes considerable trouble to the teacher. It is rarely that I have heard a really good lesson given in this subject when inspecting the various schools. And yet there seems to be no reason why this lesson should not be one of the most interesting and useful in the whole of our curriculum. I think that the reason why oral composition is not yet a strong subject in our schools is to be found in the fact that it is a subject which calls for the best effort and skill that the teacher has. It needs forethought and careful preparation if it is to be lifted out of the stereotyped formalism into which there appears a tendency to allow it to drift. There is something wrong with the teaching method when we find a child who is able to converse fluently and intelligently with other children in the playground unable to string together a few simple sentences into a little connected whole when in class. The reason is probably that in the one instance he speaks naturally and without the consciousness that he is really doing oral composition, whereas in the class he is self-conscious all the time when talking before his class mates, and the very effort of watching over his words produces the stilted, disconnected style so frequently noticed. Obviously this should not be the case, and that it is so should lead all teachers who are sufficiently seized of the very great importance of the subject to earnestly re-consider their methods. Too often one finds this subject, instead of being made the means of training the children to express themselves clearly, naturally, and correctly by means of interesting quarter-hour *causeries* with the teacher, degraded to the dull, uninteresting level of a species of drill lesson in which, upon a stereotyped mechanical framework of the teacher's, the children hang equally stereotyped, unnatural, mechanical pattern-sentences. The task (in most cases an utterly interesting one) of describing some object in the room has been overdone. Composition is such an excellent subject for correlation that no teacher should be at a loss for interesting subject matter. But not only is the *matter* of the composition work often poor, the *form* is equally unsatisfactory. But few teachers have succeeded in training the children to describe an incident, for instance, with proper regard to the preservation of correct sequence in presenting the points of the story. In the written composition of the upper classes, also, one is struck by the poverty of vocabulary that the exercises often exhibit, clearly showing that many words that the children are able to read and spell correctly are not really "acquired;" that is, do not become part of the child's stock upon which he can draw when he wishes to express himself. Then again, the sentences are often childish in their structure, even in the case of pupils in the upper classes. For this defect two causes can easily be assigned—

- (a.) Lack of reading good and suitable works in the school library.
- (b.) Absence of direct instruction.

Too often the subject for the composition lesson does not receive any preliminary discussion with the children, and too often real teaching lessons in the art are not given. I have very rarely found any system worthy of the name in operation in the schools; the children are too often expected to learn intuitively how to compose. Much more must be done by the teacher than at present. The characteristics of a really good sentence should be explained; lessons in punctuation should be regularly given; exercises

should be set in the variation and expansion of a sentence; the correct use of the preposition should be noted; the use of appropriate simile, metaphor, etc., should be encouraged; and in the highest classes the characteristics of a good style should be shown by illustration from the masterpieces of literature.

Professor Meiklejohn states that "Oral composition ought to be begun as soon as the pupil can read, and written composition as soon as the pupil can write. Both are but two simple forms of one mental act—the act of expression." I quote this as I wish to urge the introduction of written as well as oral composition in our third and fourth classes. There really seems no valid reason why children of nine or ten years of age should not be required to write, as well as speak, correct sentences, and ultimately to combine these written sentences into an easy little connected whole. At present the dissociation of written and oral composition appears purely arbitrary.

#### OBJECT LESSONS.

In the upper standards it is satisfactory to know that in the larger schools science teaching is becoming more general. There should be no reason why simple experimental science should not be taught in every school. The importance of this subject can hardly be overstated, for the training which a connected course would give the child in observation, experiment, and inference, and for the acquisition that such courses make possible of the knowledge that comes from experience rather than that which is contained in books alone. Direct sense perception of things will naturally produce a stronger impression than verbal description, and experimental science gives this direct sense impression.

In the lower classes the object lessons are, as a rule, given on better lines than formerly, though there is still too little attention given to setting out the work in distinct "courses." For instance, one still finds occasionally such incongruities as a lesson on the "potato plant," followed by one on the "elephant," or some other utterly disconnected subject. The total absence of associating links with other lessons thus caused is opposed to all the rules of good teaching.

#### MANUAL TRAINING.

Some form of manual training is given in almost all the schools in any district, with very fair success. As a rule, clay modelling is taken in the lower classes and cardboard modelling in the upper. At Midland Junction and Day Dawn woodwork is taken with success.

#### ORGANISATION.

The work in organisation is improving each year. The close inspection given to the time tables and grouping schemes is bearing fruit in increased efficiency in the working of the classes. The drafting of the programmes of work is also more skilfully done, though very much more attention will have to be given to this part of the work if our curriculum is to secure adequate interpretation.

Registration has, with two or three exceptions, been carefully attended to.

#### TEACHERS.

I have to record once more my appreciation of the work of most of the teachers in my district. One of the most notable features of modern times is the great advance that has been made in education all over the world. It is now almost a commonplace to assert that to be great a people must be educated, and what is meant by being educated is now more clearly and scientifically defined than was the case a few years ago. The loading of the mental storehouse with a heterogeneous mass of ill-assorted facts will no longer do: we have to secure the harmonious development of the various human beings—body and soul—that are entrusted to our charge. The responsibility is a heavy one: the teacher who does not feel it so is unworthy of his calling. And most of our teachers do, I think, seriously regard the great work that has been given to them: there is evidence in many a back-blocks school of patient painstaking effort on the part of the teacher to do his duty. That duty demands self-sacrifice; the giving up of much of the time out of school hours to reading and preparation: the isolation from kindred spirits and the oft-times unappreciated effort. With such men and women to deal with, the inspector's work of criticism and advice becomes a pleasant task. Mere examination results can never truly record their work in its fulness; the character-building which they are responsible for, and the moral force which they create will eventually tell in the progress and activity of the future citizens of this State.

WALLACE CLUBB.

8th February, 1905.

*Report of Mr. W. J. Rooney, B.A., Principal of the Training College, 1904.*

I have the honour to submit the following Report upon the work of the College during 1904.

During the College year, which closed on the last day of August, 52 students, classified as under, were in attendance :—

Students.							Men.	Women.	Total.
Of the 3rd Year	...	...	...	...	...	...	5	12	17
" 2nd "	...	...	...	...	...	...	6	8	14
" 1st "	...	...	...	...	...	...	4	17	21
Totals	...	...	...	...	...	...	15	37	52

Compared with the previous year the total shows an increase of 40 per cent. The number of students graduating from the College and passing thence into the schools was 17; a very handsome increase over last year.

Twenty students have been admitted since, so that the present numbers, as shown in the table below, exhibit a still further increase.

Students.							Men.	Women.	Total.
Of the 3rd Year	...	...	...	...	...	...	6	8	14
" 2nd "	...	...	...	...	...	...	4	17	21
" 1st "	...	...	...	...	...	...	4	16	20
Totals	...	...	...	...	...	...	14	41	55

Thirty-nine students are in residence, and five of the non-resident women are anxious to become resident; but, unfortunately, the limited dormitory accommodation prevents me for the present from accepting as resident any more women students.

Of the seventeen students who passed from the College in August, the following obtained the highest classification possible:—E. M. Potts, U. F. G. Brockway, C. Menz, W. H. Rockliff, T. Harper, H. Anderson, L. Stone, A. Manning, and M. Cameron. Eight gained C1.

#### THE BUILDING AND GROUNDS.

Although palatial in its appearance and comfortable in its arrangements, the building lacks a few of the essentials of an up-to-date college. An additional dormitory for women students is much needed, as applications for admittance to residence exceed the accommodation, notwithstanding that the "hospital" has been converted into a sleeping room. None of the classrooms are sufficiently large for a well-equipped science room. Probably we shall have to be content with the room used for the purpose at present, although it can scarcely give full satisfaction to the lecturer and his students. The common room is also too small for the present numbers. It should be stated, however, that in many respects the College possesses many advantages superior to those found in any similar institution in Australia.

The students have taken increased interest in the grounds and the trees planted therein. Notwithstanding the care bestowed upon them, many of the trees make but poor progress, as the intensity of the prevailing winds sadly affects their growth. The women students maintained attractive flower gardens during spring and the early summer, but through lack of water and thorough reticulation, the gardens are bright periodical shows rather than permanent beauty spots. Its position on the very edge of a reef of sharp-pointed rocks, combined with faulty construction, renders the boat and bathing house the only failure in connection with the college.

#### LIFE WITHIN THE COLLEGE.

The health of the students continues to be extremely good—not a single case of serious illness occurred during the year. Outdoor exercise has been more general, and the various clubs, owing to their better organisation, have been more successful than in former years. In their cricket, tennis, and football matches the College teams have been especially successful.

A Literary, Debating, and Reading Club has just been established. Several ladies and gentlemen prominent in the spheres of Letters, Arts, and Science in Perth have consented to deliver addresses, or to discuss selected subjects. The chief aim, however, is to so widen the reading of the students that they may always "approve of things that are really excellent."



The system of self-government organised by my predecessor continues to prove effective as a means of maintaining discipline, and invaluable from the point of view of self-training in responsibility.

It has been my aim and that of the teaching staff to make the students happy and contented during their stay at the College. By her skilful direction of the domestic side of the college Mrs. Phillips has done much to lighten the efforts.

#### THE CURRICULUM.

But few changes have taken place with respect to the curriculum. It has been found necessary to devote a very great part of the time set aside for English to the direct teaching of Composition, for of all subjects this, perhaps, appears to have been most neglected in the early education of the students. Few, too, have read aught else than the elementary text-books used in the schools. Geometry is still taught from the practical side, and every effort has been made to show the interrelation existing between Arithmetic and Algebra. Trigonometry was taken up as an additional subject by the men and Algebra by the women—in both cases with gratifying results. Graphic methods have been used freely throughout the mathematical teaching, not only for their value *per se*, but with a view to the assistance they render the teacher in his special work. The scope of the women's studies was enlarged by the addition of Elementary Science. The men still take science at the Technical School. By means of excursions, which have enabled the lecturer to exhibit nature as she is and to show things in their natural and true environment, the lectures in Physiography have been invested with an added interest not possible in the class-room. The teaching in this subject has been made more explicit in places through the kindness of the Government Astronomer who, besides welcoming the students to the Observatory, allowed the use of some of his instruments and cleared away during the course of short explanatory lectures several of the difficulties which had occurred to his listeners. It is purposed during the currency of the present year to increase the value and add to the realism of the teaching within the College by some practical work in the way of recording cloud conditions, rainfall, the readings of the thermometer and barometer, and the rate of the wind. These records will be graphed and preserved for future comparisons.

Since August lectures in Domestic Economy have ceased, but with the arrival of a successor to Miss Devitt the work will be resumed.

Mr. Hart, the Organiser of Manual Training Classes continues to instruct the men students in his special subject. The successful character of the teaching may be seen in the results, for all 3rd year students passed in Manual Training, Theory and Practice, with credit and received certificates in that branch of formative education. Mr. Bailey has retired from the position of lecturer in Music, owing to removal to the goldfields. The staff and students alike regret the loss of a capable and earnest lecturer; Mr. E. E. Grieve, will succeed him. Successful teaching in Elocution and voice production has been given the students of the 3rd year by Miss Muriel Matters.

#### THE MAKING OF THE TEACHER.

In the matter of primary education Western Australia ranks high among the States of Australia, and it is her bounden duty, not only to maintain the high standard of the present and past, but also to see that there is no standing still. In the widening of the outlook of the students in the profession they have adopted, by placing before them a right conception of education—its basis and its ideals—and by sending forth teachers placed in a right attitude towards future development, the College should play an important part in attempting to carry out this duty. These views have guided me in my work, and in every endeavour I have always found the ready and hearty co-operation of the students, even in instances where the youth of some has been a natural bar to the full appreciation of the basic principles which underlie all education.

During the year special efforts have been made to impress the higher functions of the kindergarten, and to oppose the mere mechanical and formal use of the Froebelian gifts. In this effort much assistance has been given by the lecturer in kindergarten (Miss Alder), whose enthusiasm is reflected in the students and in their practical teaching.

I have striven to make my theoretical instruction within the College bear closely upon the practical work without; the latter should bear the impress of the former. It is, therefore, with regret, that I have to point out that the inadequacy of the means provided the students for associating principles with practice, for exercise in class management, and for observation of other teachers, has been a source of grave anxiety to me during the past year.

Most certainly the College has not received that help in the way of practice in adjunct schools which I anticipated as the natural and understood condition when I accepted the responsibility associated with the making of the teacher.

As the building of a practising school within the College is a matter of early accomplishment, it is unnecessary to dilate further upon past neglect. My earnest hope is that the College School will be ready in time to be of service to those students who pass from us in August next.

To make good the deficiency during the past year, the willingness of several of the head teachers of the Perth and Fremantle schools to grant opportunities to the students for practice has been eagerly and freely made use of. In these schools the students have seen some diversity in methods, but the experience has tended to give width of view more especially as all are aware that while methods should, and do, bear the stamp of the teachers' personality, principles must be attended to by all. To the heads of the schools visited I have to express sincere thanks on behalf of the students and myself for valuable assistance freely rendered.



The future is distinctly promising, more especially as the Practising School will offer advantages hitherto not possible. There are two questions, however, which may call for consideration in the early future:—

- (1.) The want of experience in class management on the part of the students when entering the College; and
- (2.) The preponderance of women students offering as compared with men.

With respect to the former most of the students of the present first year answered the question: "What is the amount of your teaching experience?" by "Some helping." A few indeed seemed to have done little more than the marking of exercise, transcription, and copy books.

To the permanent members of the staff, Miss Sutton and Mr. Wardrop and Mr. Lee, the College is indebted for loyal and effective service.

W. J. ROONEY,  
Principal.

The College, February 16th, 1905.

*Extract from Report on Physical Work, 1904.*

I beg to submit my Report on the physical work for the year, 1904.

A continued effort has been made to place [the work] on something approaching a rational and scientific basis, but the question of physical education appears largely misunderstood by the community as a whole, and the teaching staff (probably in a less degree) share in the general misconception.

In this department of education we are considerably behind America, Sweden, France, Germany, Switzerland, and even Japan. The position would be more hopeful if this fact were recognised. There is, however, on the contrary, a feeling abroad that physical training is unnecessary. This feeling is the result of a misconception as to the true meaning of the term. Physical education is confounded with athleticism. People seem to think that mere athleticism, in which only a fraction of the children can take part, supplies sufficient bodily training. The answer to these, of course, is that athleticism at the best is haphazard and empirical, and very likely to be harmful in the case of delicate children. These form the passive resisters; the more active objectors, in their haste to perfect the mental mechanism of the child, would abolish every form of play, and also physical training. The best answer that can be given to people holding this view is that educationists and rational thinkers are agreed that the two great sides of education—mental and physical—should go hand-in-hand; but if any precedence is to be given to one over the other, that the physical should have that precedence in point of time. A recent writer on the subject has correctly summed the question by asserting that "it is first necessary to make the child a perfect animal." . . . . .

To show how much variance there is between our thought on this subject and that of the leading educational countries of the world I have prepared the following comparative table:—

Germany	devotes	2 to 3	hours a week.
Sweden	"	2 to 3	"
France	"	2	"
America	"	2	"
Japan	"	3 to 5	"

These figures are taken from the latest official returns, published by the Department of Education in America.

The want of regular, systematic, and scientific physical training has undoubtedly told against our people in the past, and unless steps are taken to place this work on as healthy a footing as exists in the countries quoted above, physical deterioration must be the result.

My reason for writing at such length on this point is to obtain a due appreciation of the place physical training should occupy. The question—like all great educational questions—is a national one, and must be viewed from a national standpoint.

As I pointed out in my Report last year, the principal work to be done is not to furnish a curriculum of work, but to provide the machinery for carrying out the curriculum intelligently. With that end in view I, in 1903, inaugurated classes of instruction. I continued these classes during the year that has just passed. The classes this year were attended by more than 200 teachers, namely, 126 at the August encampment, and 78 at classes held in Perth and Fremantle. The teachers attending the former consist to a very large extent of assistants and teachers in charge of small schools, whilst those in attendance at the latter were assistants. Consequently these classes are not touching the people who have the direction and setting out of the work in the large schools. This fact considerably lessens the value of these classes as a whole. This is well exemplified in the present state of the schools, where general organisation is in nothing like as healthy a state as the internal organisation of the standards. In other words, the actual teaching of the physical work is conducted on sounder principles than the general organisation.

This year the time for the August school of instruction was extended to eight days, and the result of the work done more than justified the increase. The course was attended by 126 teachers. The work began daily at 6:45 a.m., and lasted till 5:30 p.m. Of this time, five hours a day was spent in practical work, and one and a-half hours in lectures. The results of the examination at the end of the course are a fair test of its success; 88 teachers sat for this examination, and 64 succeeded in obtaining more than 60 per cent. The general effect of these instruction classes is evidenced, as I have said elsewhere, by the increased efficiency with which these teachers carry out the work in their schools.

Whilst on the question of instruction, I would like to point out the necessity for a greater effort being made to so educate those younger members of the profession that they will be able to intelligently carry out the physical work when they take up the active duties of their profession. . . . .

A recent writer on the training of the teachers has correctly summed up the question in these words:—

"The ability to distinguish the difference between the mere rhythmical or athletic, and true physical culture exercises, of which, of course, the former may form a part, requires, as all continental nations recognise, and as is thoroughly understood by the educationists of the United States, a sound knowledge of first principles. For example, every gymnastic teacher should have—

- (a.) Some knowledge of psychology,
- (b.) Some knowledge of anatomy and physiology,
- (c.) Some knowledge of the general theory of education,

"so that the exercises may be really efficient and from every point of view the mechanical, physiological, and psychical wisely directed."

I have already dealt at length with one aspect of the time table question; there is yet another which requires mentioning. In my last Report I drew attention to the hopelessness of giving only one or two lessons a week in this subject. I regret that I have to revert to the question again this year. I then pointed out that "the ideal to be aimed at was a lesson a day." A committee of experts recently presented a report to the English Parliament in which they sum up this aspect of the question in these words:—

"Certain well-known exercises when once they have been mastered should be used daily for their nutritive effect, i.e., for their effect upon the functions of respiration and blood and lymph circulation. Their effects are comparatively transient, and to get permanent benefit the exercises require frequent repetition. *They should be performed in the classroom several times daily for two or three minutes at a time.*"

The course of work recommended by this committee is practically the same as our own; consequently their remarks on the subject are equally applicable to Western Australia as to England. . . . .

The facilities for carrying out the work are still far from perfect, although an improvement has taken place in recent years. The area of sand in most of our playgrounds is becoming less and less, and we are getting more gravel in its place. The central halls are still far too often used as classrooms. These halls, besides being eminently unsuitable for the purpose, were never intended to be so used. I have no hesitation in saying that the physical work of senior girls suffers considerably from the misuse of these halls. An improvement has been made in some of the weathersheds, but there is still room for a vast improvement in these structures. As I pointed out on a former occasion, they, in their present condition, are unsuitable even for the purpose for which they are provided. Certainly in all new schools which are likely to be graded as Class IV. or over a building should be provided that would fulfil the dual purpose of gymnasium and weathershed. Such a building could be provided at but a slight increase in cost on the price of the present structures.

During the year I made 153 visits to the 38 schools which come within my supervision. I also visited and examined nine schools of Class V. The work throughout the schools shows promise. It is in a distinctly healthier state than it was twelve months ago. Much of the actual teaching is conducted on scientific lines. With regard to this part of physical work, I am able to report that it is progressing satisfactorily. The outlook, however, with regard to the general organisation is by no means so promising, and unless this can be improved considerably very little progress will be shown in the future.

The following is a synopsis of the marks awarded:—

Excellent	...	...	...	...	...	...	...	...	1
Very good	...	...	...	...	...	...	...	...	2
Good	...	...	...	...	...	...	...	...	15
Very fair	...	...	...	...	...	...	...	...	16
Fair	...	...	...	...	...	...	...	...	5
Tolerable	...	...	...	...	...	...	...	...	6
Moderate	...	...	...	...	...	...	...	...	2

The average mark was Fair to Very Fair. The competition for trophies presented by His Excellency the Governor, to encourage the teaching of physical work in the schools, was held at the annual sports meeting of the State Schools Amateur Athletic Association. The coveted honour of winning these fine trophies for the first time was shared by the Princess May Girls' School and White Gum Valley Boys' School—the former winning the flag and the latter the shield. The keenness of the competition can be judged by the number of schools competing, no less than 24 taking part.

I would again point out the excellent work being done by the State Schools A.A. Association. The athletic side of physical education is well attended to by this body, who have numerous competitions in cricket and football, whilst every effort is made to encourage swimming. In connection with the latter, the association is considerably hampered by the absence of proper bathing facilities. In this respect Perth is probably one of the worst served cities in the Empire.

#### CADET FORCE.

The year's work in connection with the Cadet Corps has been largely devoted to completing the organisation. The force, which consists of 24 companies, has been formed into a brigade of five battalions for organisation and administrative purposes. The first three battalions are formed of these corps in the Perth-Fremantle District: No. 1 Battalion is composed of Perth Schools, No. 2 Battalion of Fremantle Schools, whilst No. 3 is formed of Suburban Schools. Each of these battalions contain four companies. The 4th battalion consists of the schools on the Eastern Goldfields, whilst the 5th is only a battalion in name, as it consists of detached companies in Bunbury, Geraldton, York, Jarrahdale, Northam, and Southern Cross. The 4th and 5th Battalions consist of six companies each.

The enrolment has remained steady throughout the year. The principal reason why the enrolment has not increased is because the number of cadets has always been in excess of the equipment, consequently no effort has been made to increase the number beyond the enrolment of 1903.

A slight increase should be shown during 1905, as we are obtaining a small increase in equipment.

The equipment in charge consists of 1,000 Francotte rifles, 1,000 belts, pouches, etc., and 1,000 drill rifles; whilst contracts have been let for a further supply of 250 Francotte rifles and 300 belts. Even this increase will not bring the rifle equipment up to the present enrolment; and, consequently, a further supply of belts and rifles must be asked for during 1905.

A regular course of musketry has been taken by those cadet corps situated within reasonable distance of a rifle range belonging to the Defence Department. The course consists of 60 rounds of ammunition fired at 50, 100, 200, and 300 yards. The actual musketry practice takes place on Saturday

mornings from 9 till 12; and it speaks highly for the service that the cadet officers (and very often teachers who hold no commission in the force) regularly attend at the butts and assist in the work of instruction.

It is in the musketry course probably that the great beauty of cadet work lies. The boys themselves take the keenest interest in the shooting, as evidenced by their regular attendance; and their marksmanship shows a decided improvement since the course began. In connection with the musketry, I wish to thank the committee of the National Rifle Association, who generously donated a cup to be competed for by teams of cadets from the various schools. I think, however, that a permanent challenge shield which could be competed for at regular intervals would materially tend to increase the interest in this important work. Such a shield is in existence in both New South Wales and Victoria, and has a marked influence on the cadet rifle shooting in these States. In both of these States the Cadet Department receives a small grant annually to expend in providing prizes to encourage rifle shooting. These prizes are generally shot for at an annual meeting arranged for that purpose, and tend to promote constant practice amongst the cadets.

Some difficulty has been experienced in carrying out the musketry course in connection with some companies of the 4th and 5th battalions. The trouble arises from the fact that the nearest range to certain schools—and in some cases the only range—happens to be a semi-private one belonging to a rifle club. I trust, however, that the difficulties that have arisen will be got over during the current year, and that I will be able to report that during 1905 every cadet in the State has gone through a thorough course of musketry.

An exceedingly generous concession has been granted the Cadet Department by the Commissioner of Railways, namely, that cadets in uniform, under their officers, shall travel free on the railways. Without this it would have been almost impossible to carry out a course of musketry in anything approaching a satisfactory manner.

A camp of instruction for cadet officers was held at Karrakatta in September last. The camp was attended by 33 officers. The period of instruction was somewhat limited—5 days—but exceedingly satisfactory work was done during that time. It is impossible to speak too highly of these camps, since they form the very best means of training these officers in a knowledge of their work and duties. The Federal Defence Department kindly placed at our disposal their camp equipment and also gave us the services of four members of the instructional staff.

The cadets belonging to the 1st, 2nd, and 3rd battalions took part in the Birthday Review held on the 14th November. The following message was received afterwards from the Private Secretary to His Excellency the Governor:—

“I am desired by His Excellency the Governor to express his admiration of the bearing of the cadets on the parade this morning. The interest the cadets of the State schools show in their drill and exercises promises well for the future of the manhood of the State.”

During the year I inspected each of the following corps: Albany, Beaconsfield, Boulder, Brown Hill, Bunbury, Claremont, Coolgardie, Cottesloe, East Perth, Fremantle, Geraldton, Guildford, Highgate Hill, Jarrahdale, Kalgoorlie, Lake View, Leederville, Leederville West, Menzies, Midland Junction, Newcastle Street, North Fremantle, North Kalgoorlie, North Perth, Northam, Perth Boys', Plympton, Subiaco, Southern Cross, White Gum Valley, and York. These corps, with four exceptions, are in a good state of efficiency. The battalion and company officers carry out their duties in a very praiseworthy manner; they bring both zeal and ability to bear on their work and give up much of their own private time to the internal organisation of their units.

I wrote in my last report, in reference to the formation of a senior cadet corps, as follows:—

“The natural corollary of a junior cadet system is the establishment of senior cadets. The former are not complete without the latter. I trust that I shall be able to form the nucleus of such a corps from the cadets who are leaving school at the end of 1903. If such a force is once formed on right lines there should be no difficulty in gradually bringing it into a state of efficiency from every point of view. I purpose organising these senior cadets, so that the school interest of the boys will be maintained throughout their connection with the force. In other words, all the lads from the same school—who consequently have interests in common—will be placed in the same section, half company, or company, as the case demands. This organisation, which I am convinced is sound in principle, has not, as far as I am aware, been tried in practice; but I feel sure that, with the hearty co-operation of the company officers of the junior cadets, I shall be able to report at the end of a year that the system is working well.”

I regret that I am unable to report any progress. I obtained, as I anticipated, over 300 boys, who, having completed their school course, were leaving the junior cadets, and were willing to be enrolled in a senior cadet battalion. As these boys were already equipped with uniform, the only question was to provide them with arms. I endeavoured to obtain from the Federal Defence Department a number of M.-E. rifles of a certain type, suitable for this work, which they had in store, but, unfortunately, was unable to do so. The result was that the formation of a senior cadet corps had to be postponed. I am more than ever convinced of the soundness of what I wrote on this subject last year. A properly organised senior cadet force could be made, in a large measure, to solve the question of universal military

service. I purpose attempting to organise senior cadets during 1905 as I am in hopes now of obtaining the necessary rifles from the Defence authorities. The following shows the strength, equipment, etc. :—

Distribution.	Strength.								Equipment.				
	Captains.	Lieutenants.	Colour Sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Totals.	Rifles.	Drill Rifles.	Belts.	Pouches.	Chevrons.
Staff ... ..	1	1	...	...	...	...	...	2	...	...	...	...	...
School Cadets ... ..	5	45	18	86	62	8	1,043	1,267	1,000	1,100	1,000	1,000	126 (sets.)
Totals ... ..	6	46	18	86	62	8	1,043	1,269	1,000	1,100	1,000	1,000	126 (sets.)

7th February, 1905<sup>a</sup>

HUGH HUNT, Capt.,  
Inspector of Cadets.

*Report of Mr F. G. Brown, B.A., on the Monitors' Classes, 1904.*

I have the honour to submit the following report on the arrangements made for the uniform instruction of Monitors.

On September 21st, 1903, classes were formed in Perth and Fremantle for the instruction of the monitors who wished to present themselves for examination the following December. The Perth classes met in the main room of the Technical School and the Fremantle classes had the use of a room in the Princess May Infants' School. At each Centre were two classes, one consisting of those who were preparing for the "C" Examination, the other of those who were to sit for the "Senior Monitors'" Examination. The total number in attendance was 58; of these 43 attended at Perth in the mornings, 15 at Fremantle in the afternoons.

It is obvious that such arrangements as these were merely preliminary to the more elaborate system which came into operation in January, 1904. Mr. J. Parsons, M.A., was then appointed to assist me, and it became possible to formulate a scheme under which all the monitors in the service of the Department might receive instruction, either orally or by correspondence.

For the purposes of oral instruction two large rooms were engaged at the Queen's Hall, Perth, for the use of what have since been called the "Central Classes," consisting of monitors from schools in the Metropolitan-Suburban District. Four classes were formed, two of Junior Monitors and two of Senior. The former met for five mornings and one afternoon, the latter for four afternoons only, in each week.

*Monitors' Central Classes.*

	Number in attendance during the Year.			Resigned.		Dismissed.		Entered Training College.	
	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Males.	Females.
Juniors, First Year ... ..	5	21	26	...	...	...	...	...	...
Juniors, Second Year ... ..	9	17	26	...	...	...	...	...	2
Seniors, First Year ... ..	3	17	20	...	...	...	...	1	7
Seniors, Second Year ... ..	2	17	19	...	1	...	1	...	...
Totals ... ..	19	72	91	...	1	...	1	1	9

The Correspondence Classes were given tuition by means of printed Supplements to the Department's monthly *Circular*.

Tuition by correspondence can perhaps never quite satisfactorily take the place of oral instruction. The private student misses not only that personal contact with his teachers which must of necessity be a great influence, whether for good or ill, but he also misses the stimulus which comes from daily intercourse with a large number of fellow-students of the same class.

On the other hand, the private student who is at all keen on his own improvement develops on lines which in the end may lead him to be a far more enterprising and self-reliant searcher for knowledge than the student who relies on daily guidance, and whose rate of progress is of necessity largely determined by the average rate of a large class. The student of only moderate ability, thrown on his own resources more or less, and depending more on the stimulus from within than from without, may not be able in the immediate future to pass such a good examination as the orally-prepared candidate, but in the end he may turn out a more sturdy, self-reliant, and enthusiastic teacher.

A distinct drawback in most systems of tuition by correspondence is the difficulty of giving the student sufficient help by means of printed notes. Usually but little more is done than to show the student what amount of work is to be covered in a certain time, and what are the important parts of this work. If tests are given the instructors have no real guarantee as to the *bonâ fides* of the students' working, while, as a rule, the submitting of difficulties is either quietly discouraged or made an "extra" involving further fees.

The publication of the Supplements has hitherto obviated, to a great extent, the first drawback just mentioned, while the notes and hints are made as full as is possible without destroying the students' initiative and self-effort. The monthly tests are worked under the direct supervision of the head teacher, and under the usual examination conditions; while the large amount of individual help demanded and given has helped the instructors not only to get into closer touch with the individual student, but also to gauge more accurately the real needs of the students as a whole.

I wish here to note with gratitude that, in very many instances, head teachers have done their utmost to minimise whatever disadvantages there may be in a system of tuition by correspondence. Throughout the past year it was evident that stimulating influences were at work. The marked success attained by the monitors from certain schools alone proved this. The Department has every reason to thank the head teachers generally for the way in which the spirit, as well as the letter, of the new arrangements has been kept, and for my own part I may be permitted to express very sincere gratitude for the hearty co-operation and help which have made it possible not only to get through a hard year's work, but also to look back upon it as having been in many respects successful.

The last week in each month is set apart for the correspondence work. During this week the "Central Classes" do not meet, and the members of these classes have thus an opportunity of doing a requisite amount of private study and written work. This is found to be beneficial, for the correspondent student is generally superior to the orally-instructed student in the power of expression, owing to more frequent practice in writing down his knowledge for the inspection of the instructors.

*Monitors' Correspondence Classes.*

	Number on Register during the Year.			Resigned.		Dismissed.		Entered Training College	
	Males.	Females.	Total	Males.	Females.	Males.	Females.	Males.	Females.
Juniors, First Year ...	7	23	30	1	1	...	4	...	...
Juniors, Second Year ...	7	18	25	1	1	...	2	1	2
Seniors, First Year ...	2	7	9	1	...	...	1	1	3
Seniors, Second Year ...	2	7	9	...	2	...	...	...	...
Totals ...	18	55	73	3	4	...	7	2	5

Taking the Central and the Correspondence Classes together, it will be seen that 164 monitors were under instruction during the year, eight resigned, eight were dismissed from the service, while 17 entered the Training College in September. Five of these last were Second Year Juniors. The regulations now provide that the "Senior Monitors'" Examination must be passed before a monitor can enter the College.

A uniform system of instruction for all the young teachers in the service now having been instituted, it is possible for the Department to rely far less than hitherto on the results of a single examination in making promotions and dismissals. The practical work of a monitor in a school can be estimated by the head teacher and by the district inspector, while the capabilities of a monitor as a student can be judged by his instructors. Here are the ideal conditions which thoughtful educationists in other parts of the world have long been asking for. On the one hand, it should be made impossible for a young teacher to stay in the profession if he has no marked aptitude for class teaching and management, even though he may possess some scholarship. On the other hand, the young teacher who by force of personality can lead a class, but who has not the brains for assimilating a sufficient amount of knowledge to make his leadership worth anything, should equally be debarred at as early an age as possible from continuing in a career in which the responsibility is so great, and which offers nothing but a life of drudgery to the incompetent, deadening to "teacher" and taught alike.

In this State, where the whole of the educational machinery is under one roof, so to speak, there is but little need for artificial methods in providing for the survival of the fittest. The "Candidates'" Examination shuts out all those who cannot pass a simple test on the ordinary subjects of instruction for the upper standards. Those who pass this test have four years in which to prepare for the "C" Examination, and it is during this time that their fitness for the profession can be estimated. If a youth is to be stopped, the sooner it is done the better, in order that he may turn to something else before it is too late. By bringing all the monitors under one system of instruction, the Department is now able to judge their work more fairly, and this is not the least of the advantages that have followed on the institution of the Classes.

Besides the monitors there are a large number of "unclassified" teachers who sit for the "C" Examination. Some of these having shown themselves anxious to obtain help in their studies, it is proposed to extend the correspondence system. These teachers may, by applying to the Department, obtain the Supplements in which a full course for the "C" Examination is given. With regard to individual help, it is left quite open to the candidate to ask for as much as he wishes. It is not possible yet to offer "unclassified" teachers quite the same privileges as the monitors, but it is hoped that these arrangements will go some way towards securing a higher standard of results at the "C" Examination. At the time of writing there were nearly 40 of these teachers corresponding with me. Even if no great improvement in scholarship results from these arrangements, the mere act of corresponding on matters of professional interest should tend to lessen the sense of isolation which must be felt by many teachers in outlying parts of the State. But if in the near future there cannot be found an unclassified teacher in charge of a school, it will be possible for the Department to congratulate itself on the disappearance of a distinct obstacle to the spread of education in the less populous parts of the State.

As soon as the building now in course of erection in James Street, Perth, is completed, science work will be made possible. It is intended to give courses in Experimental Physics, with an extended course in Electricity and Magnetism. Lessons in Botany, Physiology, Hygiene, and Nature-study generally, will also be given, with a special view to the needs of those who are to become teachers. Ample provision has been made to enable each student to do the requisite amount of experimental work for himself. The laboratory has been specially arranged to enable 32 students to work at the same time.

In order to obviate undue repetition in the Supplements which contain the notes that are written for correspondence students, it is intended to issue little books of notes on certain of the subjects that are less liable to change from year to year, *e.g.*, English Grammar, Music, Class Teaching, English History. As time goes on it will no doubt be possible in this and other ways to lessen the amount of printed matter sent out every month.

It is possible that the Monitors' Classes have been in existence long enough to justify some practical consideration being given to the question as to whether the present system is economically sound. It may be doubted whether a young teacher on the threshold of his career ought not to have a fairly large class of children, from 20 to 25, to teach all day for a few months, under the watchful eye of a good teacher, in order that he may learn by stress of failure the real necessities of class management. Whatever may be said about the unhealthy strain of the old pupil teacher system, there is no doubt it turned out men and women who can lead and command children. The difference between the pupil teacher who has really felt and tried to overcome the difficulties of teaching, and the pupil teacher who has been more pupil than teacher, has always been well exemplified in England, where it is found that the most highly valued ex-students from the Training Colleges are those who came from the country schools, where, as a rule, they had been made to feel a sense of responsibility. These students, too, it is said, and I believe it from past experience, come to the training centre in a far more trainable spirit than those who have only dallied with a few children at odd times, and whose minds are too often set upon their own advancement by way of passing examinations, to the exclusion of that most necessary study of all—the living child. Theories of teaching seem to be of little value to the young teacher until he can turn to them with some amount of eagerness as being likely to uplift his work and help him in his difficulties, and for this reason, and because I feel strongly that insufficient knowledge of children and their modes of thought is after all the gravest defect in a teacher's equipment, it appears to me to be worth considering whether candidates for the profession should not be made to teach continuously a small number of children during their first year of probation. The head teacher could then certify whether they showed sufficient aptitude and liking for their work to make it worth while for them to go on. During these months of probation a short course in three or four subjects, including some of the more practical aspects of class management, could be done under the correspondence system.

During the second year of probation the student could devote three weeks in the month exclusively to his own studies, the remaining week being given entirely to teaching a class. This arrangement would, I think, be of considerable help to head teachers, who must at present feel that with three or four monitors in a school the arrangements for their practical work are of too mosaic a nature to benefit anybody very much. The head teacher who has a few monitors could arrange their weeks of teaching in such a way as to keep a small class continuously under the monitors, and this alone would be of inestimable benefit in so far as it would make the monitors feel really responsible.

At the end of the second year of probation the Senior Monitors' Examination should be taken.

The arrangements for senior monitors should, in my opinion, remain as they are at present, with the important exception that they should teach for five half-days instead of six; the first year in the afternoons and the second year in the mornings.

I wish to place on record my appreciation of the services rendered by Mr. J. Parsons, M.A., during a very busy year of pioneer work. As a lecturer in mathematics, Mr. Parsons had made his mark long before the Monitors' Classes were instituted, and I can only add that his work in this subject, and in the others he undertook, was fully appreciated by all.

March, 1905.

F. G. BROWN,  
Superintendent of the Monitors' Classes.



### *Report of the Organiser of Manual Training, 1904.*

I have the honour to submit my report on Manual Training in the State Schools during the year, 1904.

Satisfactory development has been made during the year. There has been one full Centre added in Perth, and the following schools have been equipped with the necessary tools and apparatus for carrying on the work:—Albany, Drakesbrook, Newcastle, Pinjarra, and Wagin.

Two additional classes were started in connection with Leederville Centre: one from Thomas Street School and the other from Leederville.

The manual instruction at Picton was resumed in March.

The class at Cookernup was suspended in April because of lack of numbers.

The following table shows the centres and schools where manual training was in operation during the year, 1904:—

Centre.	Bench Accommodation.	Contributory Schools.	No. of Boys enrolled during the Year 1904.
1. Albany ... ..	20	Albany ... ..	97
2. Armadale ... ..	8	Armadale ... ..	15
3. Boulder ... ..	20	Boulder, Lake View, South Boulder ... ..	236
4. Bunbury ... ..	20	Bunbury ... ..	53
5. Claremont ... ..	20	Claremont, Cottesloe ... ..	110
6. Cookernup ... ..	4	Cookernup (closed in April) ... ..	9
7. Coolgardie ... ..	20	Coolgardie, Burbanks ... ..	121
8. Day Dawn ... ..	12	Day Dawn ... ..	23
9. Donnybrook ... ..	16	Donnybrook ... ..	24
10. Drakesbrook ... ..	10	Drakesbrook (opened June) ... ..	10
11. Fremantle ... ..	20	Fremantle, Plympton, Beaconsfield, North Fremantle, White Gum Valley ... ..	294
12. Kalgoorlie ... ..	20	Kalgoorlie, North Kalgoorlie, Brown Hill ... ..	240
13. Leederville ... ..	20	Newcastle Street, North Perth, West Leederville, Leederville, Thomas Street ... ..	202
14. Midland Junction ... ..	20	Midland Junction, Guildford ... ..	156
15. Mornington Mills ... ..	8	Mornington Mills ... ..	11
16. Northam ... ..	16	Northam ... ..	88
17. Newcastle ... ..	12	Newcastle (opened June) ... ..	14
18. Perth No. 1 ... ..	20	} Perth, Victoria Park, East Perth, South Perth High-gate, Subiaco {	266
19. Perth No. 2 ... ..	20		
20. Picton ... ..	8	Picton (re-opened March) ... ..	11
21. Pinjarra ... ..	10	Pinjarra (opened April) ... ..	16
22. Wagin ... ..	10	Wagin (opened April) ... ..	11
Total bench accommodation	330	Total enrolment ... ..	2,291

#### *Figures for year 1903.*

Total bench accommodation	252	Total enrolment ... ..	1,711
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#### *Increase this year.*

Bench accommodation ...	78	Enrolment ... ..	580
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#### INSPECTION.

All the centres and schools have been fully inspected, with the exceptions of Day Dawn and Wagin.

#### DRAWING.

The instruction in drawing shows decided improvement upon that of last year, but there is still room for greater improvement in most of the centres. The drawing of a few of the centres is really excellent from every point of view. Some of the teachers have not yet grasped the idea of leading their pupils to construct all the drawings necessary to work the models; much valuable training is lost by allowing boys to work from other boys' or the teachers' drawings.

It is pleasing to note that several teachers have constructed models of the co-ordinate planes illustrating the geometrical principles of orthographic projection. Where this has been done, the pupils invariably show a practical knowledge of the true meanings of plans, elevations, etc.

#### OBJECT LESSONS ON TOOLS, TIMBER, ETC.

There has been steady progress maintained in this branch of the work during the past year, but there are still many teachers who have not taken the fullest advantage of correlating the object lessons given in the manual training room with the other work of the standards. When giving lessons on grooving, the sizes of the grooves and spaces should be fixed so as to involve mental arithmetic.

Moreover, when it is known that the pupils are learning vulgar fractions, the spaces and grooves should purposely be made some fraction of an inch in size, rather than taking whole numbers, such as grooves  $\frac{1}{2}$  in. wide and 2 in. apart, etc.

Then, again, a lesson on the pincers should be made the medium of illustrating the principle of the lever. Geography can also be correlated in the lessons on the timbers used by calling the pupils' attention to the countries and ports of shipment whence they are exported. Object lessons on the growth of timber afford opportunities for studying elementary botany, involving considerations such as the functions of the roots, bark, leaves, etc.

The object lessons given in the manual training room are not achieving one of their most important aims if proper correlation with the other school subjects is neglected.

#### PRACTICAL WOODWORKING.

Very great progress has been made in the benchwork generally. There are only a very few schools where this branch of the work is not satisfactory. Most of the teachers are successful in leading their pupils to suggest the various tool operations necessary to execute the work in hand, and to discover and report errors made, and the causes of the errors; thereby stimulating the boys' powers of investigation, imagination, invention, and self-reliance.

#### TEACHERS' EVENING CLASS.

This class resumed work on Friday, 19th February. The special object for which this class was established was to give additional training to the metropolitan teachers and assistants engaged in the work. Opportunity is also afforded for training other teachers in the service of the Department who wish to qualify to teach manual training. There were 13 teachers enrolled during the year. The number on the roll at the close of the year was 11. Two teachers presented themselves for the examinations held at the termination of the course for those who had not previously passed the Department's manual training examination. One passed in the first year, and the other was successful in Woodwork and Theory (second year).

It should be remembered that the primary object in view in establishing this class was to afford facilities to the teachers and assistants actually engaged in giving instruction in manual training to become more fully acquainted with their special work, and not merely to prepare them for any set examination. The marked improvement in the methods of teaching manual training in the metropolitan centres is very largely due to the earnest work done in this class.

#### EVENING CLASSES.

Four additional Evening Classes for adults have been established during the year—two at Fremantle, one at Midland Junction, and one at Boulder. Excellent work has been done in these classes, as is also the case in the two classes held in connection with the Perth Evening Classes. The success attending these classes is in a great measure due to the teachers making every effort to suit the individual needs of each member of the class instead of making the instruction class-teaching in character. Each student feels that he has every facility given him to make progress according to his ability and application, and he therefore puts his best voluntary efforts into his work.

#### HOLIDAY COURSE FOR TEACHERS.

A four weeks' holiday course—the third of its kind—was held at Bunbury during the recent Christmas vacation. The course consisted of instruction in Drawing, Practical Woodworking, and Theory. Twenty-two teachers from various parts of the State attended—10 for a first year's and 12 for the advanced course. Eight sat for the first year's and 10 for the second year's examination respectively. Of the first year's candidates, five passed in all three sections of the work, and three passed in Woodwork and Theory. Three passed "first class" in the second year examination, six qualified for a "second class" pass, and one passed "first class" in Woodwork. One of the teachers who attended for the advanced course had not previously sat for the first year drawing examination. He presented himself for examination at the end of this course and succeeded in passing, and has therefore now completed his first year's certificate.

I am glad to be able to speak in the highest terms of the earnestness displayed by the teachers who attended the course; their zeal, energy, and enthusiasm were such as enable them to cover quite 25 per cent. more ground than is usual in a four weeks' course. An exhibition of the work done by the teachers who attended the course was held at the termination thereof and attracted a large crowd of visitors. Mr. N. J. Moore, M.L.A., in formally opening the exhibition, paid a tribute to the work done, and spoke of the importance of including manual training in the curriculum of the primary school. The Hon. E. M. Clarke, M.L.C., Mr. Thomas Hayward, M.L.A., and the Rev. A. Buchanan also spoke of the work in terms of unqualified praise.

#### ANNUAL EXHIBITION OF MANUAL TRAINING.

This was held in the James Street school on the evenings of November 11th and 12th. His Excellency the Governor performed the opening ceremony and was supported by the Hon. Premier, in his capacity of Minister for Education; the Lord Bishop of Perth; the Hon. Walter Kingsmill, M.L.C., and the Inspector General of Schools. In the course of the speeches delivered by these gentlemen, the true aims of manual training were explained. The reports of these speeches, together with the prominent notice of the exhibition generally which appeared in the Press, have undoubtedly served to do much good in bringing before the public the real nature of the work of manual training in operation in our State schools.

The Exhibition was crowded with visitors on both evenings, and its success may be gauged from the following brief extract from notices in the Press:—

“The exhibition of woodwork held in the large hall of the boys' section of the James-street State School on Friday night was in every way a striking success. The quality and quantity of the work shown was, to the ordinary visitor, a revelation of the dexterity and ingenuity of the rising generation, and marked a considerable advance upon the exhibitions of former years. The work of the boys drew unreserved encomiums from the lips of every one of the very numerous visitors, among whom were many professional people in no way connected with the department or the exhibitors, whose trained opinions were as uniformly complimentary as they were valuable.”

#### THE FUTURE.

It is a truism that a teacher should know a great deal more of his work than he is likely to be called upon to teach his pupils, and seeing that the training of many of our teachers in this branch of their work has been limited owing to economic considerations, I would again take the opportunity of impressing upon them the urgent necessity of improving their knowledge of the various branches of manual training. In this connection I would strongly recommend the study of the following works:—

The Theory of Educational Sloyd (Geo. Philip and Son).  
Wake's New Education (Chapman and Hall).  
Angel's Plane and Solid Geometry (Collins).

These, together with Barter's "Woodwork and Drawing," should be in the hands of every manual training teacher, but it must not be implied that the teacher should confine his reading on manual training to these books only.

From the satisfactory progress made during the past year, and the enthusiasm shown by most of the teachers engaged in the work, there is every reason to anticipate excellent results in the immediate future.

JOSHUA HART,  
Organiser of Manual Training.

6th February, 1905.

## *Report on Needlework for the Year 1904.*

*To the Inspector General of Schools.*

SIR,

I have the honour to submit the following Report on the Needlework of the State Schools for the past year:—

Two hundred and eight schools were examined, an increase of twelve on the previous year. Compared with 1903, they give the following returns.

Number of Schools examined, 1903.				Number of Schools examined, 1904.			
Classification—				Classification—			
Excellent	..	...	46	Excellent	...	...	40
Very good	...	...	44	Very good	...	...	33
Good	...	...	19	Good	...	...	29
Fair	...	...	25	Fair	...	...	26
Weak	...	...	33	Weak	...	...	33
Bad	...	...	29	Bad	...	...	47
Total	...	...	196	Total	...	...	208

These figures show a decrease in the schools marked "very good," and a corresponding increase in those marked "good." This may be accounted for by the greater attention which is being given to "cutting out," especially in our larger schools, and the time formerly given to practice in sewing has presumably been curtailed to be devoted to the other branch. The schools marked "bad" are almost entirely bush schools. These have many disadvantages—frequent change of teachers, want of continuous instruction, and often want of skill on the part of the teacher. All render it almost impossible to get the same excellence as is found in the large schools in towns. The work done in the large schools is most satisfactory. None of them were classified below good, a remarkable change from what obtained a few years ago, when (with a few exceptions) the highest marks were gained by the smaller schools. This shows clearly the result of increased skill and training on the part of the teachers.

During the past year increased attention has been given to the teaching of the cutting out of garments. This is necessary if sewing is to be made of practical use in the home. The use of sewing machines has taken the place of hand work in most homes, but cutting out, patching, and mending must be done by hand; and the aim of teaching sewing must be to make it of use in after life. It would be well if, in future, a regular course of cutting out were substituted for garments in Standards VII. and Ex. VII.

In examining the specimens worked for inspection I found that, while method was usually correct, sewing was coarse and finishing careless, faults due either to insufficient time being allowed for practice, or lax supervision. Often, it is to be feared, classes are too large or badly graded. The teaching of every new stitch should be preceded by an object lesson on it, and the blackboard and chalk brought into constant use in illustrating and correcting errors.

Garments were well done. Some of those worked by the pupils were exquisitely sewed.

The sewing of the teachers who sat for certificates was excellent. Their work, both practical and theoretical, gives promise of thorough teaching in the future.

Comparing the work at present with that done nine years ago I find that, while the number of schools examined has more than doubled, the number of schools marked "bad" has decreased by 50 per cent. In 1895 103 schools were examined, and of these 58 were marked "bad," which shows that, in spite of a much higher standard of work, real and continuous progress has been made.

The weak points in the work are the want of skilled teachers in country schools and faulty classification. These can only be overcome by lectures at various centres to country teachers and closer attention to grouping of classes.

It gives me great pleasure to testify to the earnestness of the teachers and the success which has rewarded their efforts.

J. A. NISBET.

January 27th, 1905

## *Report of Mr. W. E. Wray, Chief Compulsory Officer.*

I have the honour to submit the following Report on Compulsory School Attendance for the year 1904:—

The average enrolment of pupils was 26,272, and the number present on an average 22,111, being an additional 1,828 over that of the previous year.

The percentage of average attendance to enrolment was 84·16. This is again an improvement on previous results, and represents the "high-water mark" of attendance for the Commonwealth.

The average attendance for each quarter of the year was as follows:—

First quarter ... ..	82·27	Third quarter ... ..	84·69
Second quarter ... ..	84·11	Fourth quarter ... ..	85·37

Taking into consideration the unsettled state of a large proportion of our population, these figures may be considered as very satisfactory. In many of our schools the "ebb and flow" of children during the year is considerable. For instance, in the Metropolitan District, Beaconsfield School admitted 345 children, and struck off 360 as having left for the year. On the goldfields, Boulder Schools, senior and intermediate, admitted 576 children, and struck off 551 for the same period. Considerable difficulty is experienced in tracing many of these children.

Since the introduction of the Public Education Act, 1899, which contains excellent provisions for the prompt enforcement of compulsory school attendance, there has been a steadily growing improvement in the attendance throughout the State. The following table shows the increased attendance for each of the five years:—

Year.	Average Enrolment for Year.	Average Attendance for Year.	Percentage of Attendance to Enrolment.	Yearly increase on	
				Average Enrolment.	Average Attendance.
1900 ... ..	18,055	14,663	81	2,366	2,198
1901 ... ..	20,277	16,423	81·4	2,222	1,760
1902 ... ..	22,606	18,448	82	2,328	2,025
1903 ... ..	24,532	20,283	83	1,927	1,835
1904 ... ..	26,272	22,111	84·16	1,740	1,828

The attendance at several schools was particularly good. In schools of Class I., having an average attendance of over 400, Perth Boys' school obtained 93 per cent.; Subiaco, 91; Fremantle Boys', 90; Beaconsfield, 89.

Among schools of Class II., having an average attendance of over 300, Geraldton obtained 90 per cent.; West Leederville, North Fremantle, and Plympton, each 89 per cent.

Among schools of Class III. (average attendance of over 200), Newcastle Street Boys' obtained 91 per cent.; Leederville, 89; Bunbury, 88. Attendance at the goldfields schools shows an all-round improvement. The Murchison District has an average of 83 per cent.; the Eastern Goldfields District, 82 per cent.

Two hundred and seventy summonses were issued during the year, with the following result:—Fined, 201; cautioned and costs inflicted, 43; withdrawn, 7; dismissed, 4; committed to Industrial School, 15. None but persistent defaulters are prosecuted; warnings, either personally or by notice, being first administered.

Under Section 12 of the Act, which provides that the Minister may, at his discretion, grant special exemption for children between the ages of 12 and 14 in cases of poverty or sickness of the parents, 99 applications were received. Of these, 63 were granted, and 36 were refused.

The services of the police, in aiding to secure the enforcement of the compulsory clauses of the Act, have again been of material assistance.

The Registrar General, in issuing his report as Superintendent of Census, expressed the hope that, in future, an intermediate modified census would be taken quinquennially. If this suggestion were carried out, it could be made of material assistance to us by inserting a special column in the census schedule for educational purposes. The Public Education Act provides for taking an educational census, but we have not the machinery for doing this, excepting in a limited area.

I would strongly urge the advisability of all statistics relating to education being compiled on an uniform basis throughout the Commonwealth. At present no two States seem to adopt precisely the same methods of computation. For purposes of comparison, it would be far more interesting and reliable to have one system adopted throughout. The law relating to compulsory school attendance might also, with advantage, be made uniform in the same way.

W. E. WRAY.

22nd February, 1905.



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WESTERN AUSTRALIA.



# R E P O R T

OF

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

# THE EDUCATION DEPARTMENT

FOR THE YEAR 1905.

PERTH:

BY AUTHORITY: FRED. WM. SIMPSON, GOVERNMENT PRINTER.

1906.

# CONTENTS.

	PAGE.
Report of the Hon. Minister of Education ... ..	8-11
Statement of the Educational Vote for the financial year ended 30th June, 1905 ... ..	12
Statement of Receipts paid to Revenue for year ended 30th June, 1905 ... ..	13
Statement of Expenditure under various heads for year ended 30th June, 1905 ... ..	13
Statement showing cost per head ... ..	13
Staff and Attendance Return for the year 1905 ... ..	14-21
General Statistics—Schools opened and closed; Attendance; Age Return; Number and Classification of Teachers; Orphanage and Industrial Schools; Inspection; Manual Training and Domestic Economy; Evening Schools; Technical Classes; Government Exhibitions; the Rhodes' Scholarships; Efficient Private Schools; Religious Instruction; School Management Committee Meetings; Accommodation Report ... ..	22-38
Report of Chief Inspector of Schools, including Reports on Manual Training and Household Management Classes, Industrial Schools and Orphanages, Examination of Teachers and Monitors, Secondary School Scholarships, Bursaries, and Perth Evening Classes ... ..	39-45
Report of Inspector McCollum ... ..	46-8
Report of Inspector Robertson ... ..	49-51
Report of Inspector Gamble ... ..	52-5
Report of Inspector Clubb ... ..	56-63
Report of Inspector Klein ... ..	64-6
Report of the Principal of the Training College ... ..	67-8
Report on Physical Work ... ..	69-72
Report by Superintendent of Monitors' Classes ... ..	73-4
Report of the Organiser of Manual Training... ..	75-8
Report of the Organiser of Household Management... ..	79-80
Report of the Inspectress of Needlework ... ..	81
Report of the Chief Compulsory Officer ... ..	82-3
Notes on Education in other Countries by the Chief Inspector of Schools ... ..	84-117



## *Report of the Honourable the Minister for Education.*

*To His Excellency Admiral Sir Frederick George Denham Bedford, G.C.B., Governor of the State of Western Australia and its Dependencies, etc.*

SIR,

I beg to submit, for the information of Parliament, my report on the work of the Education Department during the year 1905.

ENROLMENT AND ATTENDANCE.—The numbers continue to grow steadily. The average enrolment, average attendance, and percentage of attendance to enrolment, for the last five years, are shown in the following table:—

Year.	Average enrolment.	Average attendance.	Percentage of attendance to enrolment.
1901	20,277	16,423	80·91
1902	22,605	18,448	81·61
1903	24,532	20,283	82·68
1904	26,272	22,111	84·16
1905	27,966	23,703	84·75

The enrolment during the year has increased by 16,94, and the attendance by 1,592. The percentage of attendance to enrolment has again risen, although considerably affected by a severe epidemic of measles in the last quarter. The method of calculating the percentage has been stricter than in previous years. A regulation was previously in force enacting that "If exceptional circumstances should cause the attendance on any day to fall below one half of the number in average attendance for the previous quarter, permission may be given by the Department to omit that day in calculating the average attendance for that week." This regulation has now been cancelled, and every day on which a school is open is taken into consideration, however small the attendance may be.

Among causes which tend to lower the percentage may be mentioned the large number of children on the register (10·5 per cent. of the total enrolment) between three and six years of age, whose attendance is not compulsory; the great heat of the summer, especially in the interior; the scattered nature of the settlement in many parts; and the migratory character of a considerable proportion of the population, especially on the goldfields. When these circumstances are taken into consideration, the consistently high attendance is very gratifying. It shows that the teachers have succeeded in impressing upon parents and children the advantages of regular attendance, and speaks well for the popularity of the schools. The Compulsory Officers have done excellent work in cases where parents have failed to appreciate the educational advantages offered to their children.

Some misconception has been caused by the mention in previous reports of the valuable assistance given by the police. This does not imply that the police are in the habit of arresting truants. It is impossible for the Department to employ Compulsory Officers who will devote their whole time to the work, except in the largest centres—Perth, Fremantle, Kalgoorlie, and Boulder. Over the rest of the State the police constables act as Compulsory Officers. Returns of children whose attendance is irregular are furnished to them by the teachers. They visit the parents and explain to them the requirements of the Act and the consequences of refusing to comply with them.

A short amending Act was passed last year which will render it easier to secure compliance with the law, especially in the case of private schools. These are now

required to forward to the Department monthly returns of scholars who have made less than four-fifths of the possible attendances, and of scholars who have left the school.

**SCHOOLS.**—The number of Government schools open for the last five years is shown in the following table:—

Year.						Schools open at some time during the year.	Schools open at end of year.
1901	...	...	...	...	...	242	233
1902	...	...	...	...	...	250	245
1903	...	...	...	...	...	270	262
1904	...	...	...	...	...	290	284
1905	...	...	...	...	...	335	329

The increase in the number of schools in 1905 has been greater than in any two consecutive years in the previous history of the Department. This reflects the rapid increase in settlement outside the large centres. This settlement is naturally most marked in the agricultural districts. Forty-three new schools have been opened; eight old schools which had been closed for a time have been reopened, and six schools have been closed. In the North-West one new school (Derby) has been opened, and two others, Onslow and Cossack, have been reopened after being closed for some years; one (Roebourne) has been closed, but will probably open again. In Perth and the suburbs six new schools have been started, and one old school reopened. In the mining districts there have been five new schools, while one old school has been reopened and one closed. In agricultural districts thirty-one new schools have been opened, four old schools reopened, and two closed. Two timber-mill schools have been closed owing to the removal of the mills. Of the fifty-one schools added to the list only five have an attendance of over fifty children, while forty have an attendance of less than twenty apiece.

**BUILDINGS AND GROUNDS.**—With such a large number of new schools the year has necessarily been an expensive one, as far as buildings are concerned. The schoolrooms are generally satisfactory. In a few cases rooms without lining and ceiling were provided, but they proved unbearably hot in summer and cold and draughty in winter, and the lining and ceiling must be added.

Attention was called in the report for 1904 to the fact that it had proved impossible to provide for quarters on the Estimates, except in the case of very small country schools; in these, two small rooms were attached to the schoolroom. This most undesirable form of quarters was adopted from motives of economy. The accommodation which they provide is really insufficient even for single teachers; for married men it is hopelessly inadequate. Apart from the small size of the rooms, the fact that they are separated only by a thin partition from the schoolrooms renders them utterly unsuitable. Unfortunately exactly the same state of things has to be recorded again this year. It is, therefore, urgently necessary for many reasons that provision should be made on the next Estimates for an adequate number of suitable houses, entirely detached from the schools. The matter is becoming so grave that it may be well to set out at some length the reasons which render this provision imperative.

In most of the country districts and in many of the smaller towns it is impossible for the teacher to rent a house; there are no unoccupied houses. This fact has always been recognised by the Department, and it has been understood that the head teachers, except in some of the smallest schools, have quarters provided for them. The scale of salaries has been calculated on this understanding. In districts where a single teacher can obtain lodgings in the neighbourhood, a small lodging allowance is given in lieu of quarters. In many cases, however, this is not satisfactory. The homes of settlers do not usually contain much spare room, and the teacher who lodges with them finds it difficult to secure any privacy or opportunity for study. It is

therefore highly desirable that quarters should be provided in all cases where the permanency of the settlement is assured.

If only two small rooms are provided, it follows that the teachers must either remain unmarried or else live under conditions which are not merely uncomfortable, but which can scarcely be considered sanitary or even decent. The proportion of small schools is constantly increasing, and, if the much-desired agricultural settlement continues, we must hope that it will still further increase. If we cannot provide proper accommodation for married teachers we cannot hope to retain men in the service, or to attract suitable men to enter it.

The conditions of life in different parts of the State vary so much in attractiveness that comparatively frequent transfers become highly desirable. After spending some years in the far interior, a teacher may naturally expect to be moved to a more attractive district. The Department is greatly hampered in making these transfers by the want of suitable quarters, which often makes it impossible for a teacher to accept an otherwise desirable transfer, earned by long service under unpleasant conditions.

Apart from these considerations it is most difficult for a teacher to preserve the respect of his neighbours, or even his own self-respect, when he is miserably housed. A comparison between the comfortable quarters provided for the police-constable, the postmaster, or the station-master, and the poor rooms allotted to the teacher, is not calculated to give a proper idea of the importance and dignity of the last-named.

Drawings of standard quarters of various types have been furnished by the Public Works Department which will give inexpensive but comfortable homes, and it is earnestly to be hoped that a considerable number of these may be provided throughout the State on the next Estimates.

As far as possible a portion of each school ground has been fenced in to make the establishment of a garden possible. The value of the school garden is very great, not only in providing opportunities for observation and study of plant-life, and arousing interest in agriculture and horticulture, but also in encouraging a taste for beautifying the surroundings of the home. No one who has travelled through the country districts can have failed to be struck by the absence of any attempt to make many of the homes attractive by even the smallest garden. Anything that tends to render country life more attractive is most valuable to the State in assisting to counteract the flow of population towards the towns.

Tree-planting is continued in a large number of the schools, but, unfortunately, often results in failure. The young trees must be well watered through the first summer, and the absence of the teacher and closing of the schools through the long Christmas holidays too often mean that the trees perish through neglect.

**TEACHERS.**—The number of teachers employed at the end of 1905 was 888—an increase of 79 during the year. Of this number 70 were sewing mistresses, who were employed for only three hours a week. The monitors, or pupil teachers, numbered 147, and the regular adult teachers 671, as compared with 589 in the previous year.

Of the 671 adult teachers, 318 were head teachers and 353 were assistants. The proportion of classified teachers has decreased from 77·6 to 73·5. This is a natural result of the addition of so many small schools, which are generally held by unclassified teachers. The percentage of male teachers is just under 45, remaining almost exactly as it was last year. As, however, more than two-thirds of the head teachers are men, the percentage of male assistants available for mixed schools is only about 30.

The Department has still great difficulty in securing an adequate supply of efficient teachers. In many cases inefficient teachers are engaged or retained because the only alternative is to close schools or leave them hopelessly under-staffed. The Training College will send us increased numbers during the coming year, but these are

hardly more than sufficient to counterbalance the natural decrease through resignations and other causes. We are obliged to look outside the State for our additional teachers, and the attempt to procure them proves a constant source of anxiety to the Department.

The Monitors' Classes and the Training College continue to do valuable work, and there is no doubt that the educational standard of the teachers trained in our own State is rising. The influence of this improvement should be very distinctly felt in a few years' time.

I am happy to say that the Inspectors are unanimous in reporting that the great majority of the teachers are earnest and conscientious, and show a due sense of the great importance of the work which is entrusted to them.

**SALARIES.**—In accordance with the wish of the Hon. the Treasurer, all figures connected with expenditure are now calculated for the financial year. In the past these figures have always been given for the calendar year. The figures now given refer to the period from July 1st, 1904, to June 30th, 1905. Six months of this period were included in the figures given last year.

The average salary for head teachers is £172 19s. 6d., and for assistants £132 19s. 11d. The corresponding figures last year were £182 1s. 1d. and £130 8s. 2d. respectively. The decrease in the head teachers' average salary is accounted for by the remarkable increase in the number of very small schools. The average salary for all adult teachers is £151 18s. 3d., as against £153 12s. 9d. last year. The increase in the proportion of unclassified to classified teachers accounts for the reduction.

The scale of Goldfields allowances has been revised and is now in most cases more liberal, especially for married men.

**COST PER HEAD.**—The cost per head is £4 4s. 1d. on the average enrolment, or £4 19s. 4d. on the average attendance. The corresponding figures for 1904 were £4 1s. 11d. and £4 17s. 3d. respectively. The cost per head for a small school is necessarily much higher than that for a large school, and a great increase in the number of small schools must mean an increase in the average expenditure per child. At the end of 1904 there was, on the average, one teacher for 37·5 children. At the end of 1905 there was one teacher for 36 children.

**INSPECTION.**—The Chief Inspector was away on long-service leave for six months, and brought back with him much valuable information relating to education in the various countries which he visited.\* His absence made it difficult to provide for adequate inspection of all schools. The services of a considerable number of the most experienced head teachers of large schools were utilised, and only 21 schools were left without a visit. These were schools which were opened in the latter part of the year. In the great majority of cases at least two visits were paid.

The exceptionally large number of applications received for the establishment of small schools has necessitated the devotion of a considerable portion of the Inspectors' time to the investigation of the claims. It is necessary for the Department to be satisfied that there is a sufficient number of children within a given area, and that there is a prospect of the settlement being permanent; while the selection of the most suitable site for a scattered population is often a matter of no little difficulty. Many of the applications now come from places at a considerable distance from any railway, and necessitate the giving of a whole day or more to their investigation.

The examinations for monitors and teachers entail heavier work each year, and the numbers of candidates for scholarships and bursaries increase rapidly. The time which an Inspector can devote to the schools of his district thus becomes seriously limited, and is further lessened by the necessity of visiting private schools to report upon their efficiency.

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\* See Special Report, page 84, etc.

The great distances which separate many of our schools from one another account for a large amount of an Inspector's time. One of the staff calculates that he has travelled 14,500 miles in 1905. When the school holiday weeks, and weeks devoted to examinations, are deducted this leaves nearly 350 miles per week. As the average rate of travel on the railways is rather less than 20 miles an hour, and as great distances are covered, not by railway, but by driving over bush roads, it will be apparent that we need a large number of Inspectors in proportion to the number of schools. The isolation of many schools, while it increases the difficulty, increases also the necessity of inspection. The Inspector's visit is often the only opportunity a teacher has during the year of discussing his work, and receiving guidance and advice. The rapid growth of the numbers of small schools makes the appointment of an additional Inspector a necessity, if the work is to be carried on efficiently.

The adoption of a uniform school year throughout the State has necessitated some alteration in the method of inspection, and has rendered it somewhat difficult to compare the efficiency of the schools with that of previous years. The new arrangement has met with general approval from both inspectors and teachers. It is now impossible for children to be crammed at a particular time of the year for the Inspector's visit, and the schools are judged under their normal working conditions. The advantage of the new system, as far as the children are concerned, is very great in those parts of the State where the population is migratory. In one school, with a roll of about 70, more than 120 admissions and withdrawals were registered during the year. It is obvious that the children gain much by finding the schools to which they are transferred at the same stage of the year's work as the schools which they have left.

**THE CURRICULUM.**—The subjects included in the Curriculum are as follows:—English; Writing and Drawing; Mathematics; Scripture, Moral Lessons, and History; Geography, Nature Study, and Elementary Science; Manual Work; Drill; and Music. In some of the larger schools additional subjects are taken in the upper classes.

(a.) *English.*—Under this head may be included Reading, Recitation, Spelling, Grammar, Composition, and Literature. The main aims of the instruction are to enable the children (1) to express themselves clearly and correctly, both orally and in writing; (2) to understand and appreciate the thoughts of others, more particularly as expressed in books. The first aim is not successfully reached unless the children who leave the schools can put their thoughts into clear, grammatical, and duly connected sentences. It is only too common to meet with people who are utterly unable to give a clear, connected, and orderly account of events or processes with which they are perfectly familiar. Either we find a series of short jerky unconnected fragments of speech, or a shapeless disorderly mass of words loosely strung together. Constant practice in oral and written composition is needed if the desired end is to be attained; the meagre vocabulary must be increased by means of as much reading as possible. The teaching of composition is not easy; it has only recently had its real importance recognised and due regard paid to it as a subject of school instruction; but the value of a mastery of the mother tongue is obvious. The second aim is, if anything, more important. If the child can be trained not merely to understand what he reads, but to gain some appreciation of and taste for what is excellent in literature as compared with what is trivial and worthless, and to look upon reading as a pleasure, he has gained from his school what will be of the utmost value to him throughout his life.

The tendency in the past has been to pay too much attention to formal Grammar, especially in the case of the younger children. This has led to a dislike for English lessons on the part of the children, and to a great waste of time and energy on the part of the teacher. What could be taught in a few hours when the children are a little older has been the subject of weeks of drudgery. To some extent this has been the fault of the Curriculum. The requirements in connection with Grammar could be more

exactly defined than those in connection with oral and written composition, and therefore often occupied a position of exaggerated importance in the eyes of the teacher. In future no formal Grammar will be required in Standards I. and II., and very little indeed in Standard III. Teachers will now be able to devote far more time to Reading and Composition, and to vary the reading matter as much as possible. The books now in use throughout the schools have succeeded admirably in arousing the children's interest, while their contents are excellent in both matter and form. But there is always the danger of confining the children too closely to a small selection of reading matter. Teachers are now encouraged to read aloud to the children from other books, and to make free use in their teaching of the School Library, which is indispensable for satisfactory work in English.

This group of subjects is undoubtedly the most important in the Curriculum. It does not stand completely by itself, but is closely related to the work in several other groups, *e.g.*, Writing and Drawing, History, Geography, Nature Study, etc.

(*b.*) *Writing and Drawing.*—As furnishing means for expression of thought, these subjects are closely connected with the English group. From another point of view, as cultivating skill of hand, accuracy of eye, and co-ordination of hand and eye, they may be classed with the subjects included under Manual Work.

Five years ago the "upright system" of handwriting was introduced throughout the schools. It cannot be said that the results have been satisfactory. The three tests of good handwriting are legibility, neatness, and speed. As regards the first there is no ground for complaint, but the system cannot show any decided advantage over the "semi-upright," which was generally in use before. In regard to the second, the general testimony is that there has been a falling off, and that even where the writing is neat, it is ugly. But it is in the third point—speed—that the most decided failure has to be recorded. Good writing is only produced when the rate is painfully slow. The theoretical advantages of the system are not found to exist in practice. It is easy to show that with letters of a given height those which are upright require shorter lines than those which slope, but this has little practical bearing. The position which the hand assumes seems to be less natural and more cramped. The supporters of the system claim that the upright writing is "natural," but this does not appear to be in accordance with historical facts or with present day experience. Even in the case of ancient alphabets, which are rigidly upright when cut on stone, the "cursive" writing has a distinct slope, and in modern times the same tendency appears to be almost universal. No doubt the fact that the slightest departure from parallelism is more immediately apparent among vertical lines than among sloping lines is another factor which leads to diminished speed. An excessive slope of course tends to illegibility, but this is not the case with a slope of from 10 to 15 degrees, which is adopted in what is generally known as the "semi-upright" system. Teachers will in future be at liberty to choose between the two systems. The only objection to this liberty is that children may suffer when they are transferred from one school to another. This difficulty, however, will probably not be very great. The teachers of a district will, as a rule, agree to use a particular series of copybooks out of those approved by the Department, and the upright system, now that it has had a fair trial, seems to have comparatively few adherents.

Drawing is now more generally recognised as a means of strengthening the powers of observation and securing co-ordination between hand and eye, and also as a means of original expression, rather than as a mere matter of imitating a copy. Its interest is greatly increased when it is connected with the stories which the children are reading, with their Nature Study or Science Work, their Object Lessons and Geography, Its æsthetic value, where it is skilfully taught, is of the utmost importance.

Wall-blackboards are provided in most of our schools for bold chalk-drawing. Brushwork and Geometrical Drawing are also taught. The former is especially useful

for the cultivation of a sense of colour, and great care should be taken to see that the use of crude colours in glaring contrasts is avoided.

(c.) *Mathematics*.—Arithmetic is taught throughout the schools. In our larger schools the older boys pass through a special course of Elementary Algebra, Geometry, and Mensuration. In the other schools a little Elementary Mensuration is included in the Arithmetic Syllabus, and the boys are instructed in Geometrical Drawing.

Apart from the practical utility of this group of subjects in every-day life, and in any subsequent scientific work that may be undertaken, they are of great value as affording opportunities for reasoning and for developing habits of accuracy. Careful and patient teaching on the composition of number in the early stages, with abundance of varied concrete illustrations, lays a foundation for successful work in the higher standards. The importance of securing a clear understanding, on the part of the children, of the reasons underlying the various processes, and of leading them to formulate their own rules is now generally recognised. It is only after this has been accomplished, that useful work in the application of the rules can begin.

Slight alterations have been made recently in the Syllabus for the lower standards, with a view to securing a firmer and more satisfactory foundation.

(d.) *Scripture, Moral Lessons, and History*.—These subjects may be grouped together as dealing with the conduct of human life: our relations and our duties towards God and our fellow-men.

A course of undenominational Scripture teaching is given in all schools, but children may be withdrawn from this at the written request of their parents. The number of those so withdrawn is very small—about 4 per cent. of the total enrolment. Nearly 90 per cent. of those withdrawn are Roman Catholics. The course includes teaching from both the Old and New Testaments in all standards.

Moral lessons often fail through being too abstract. In most cases they are best given in connection with the Scripture or History Lessons, which provide the concrete examples that are necessary to give life to the subject.

The History Course begins with stories of heroes of various ages, such as appeal to the imagination of young children. The series of books used in the upper standards—*The Story of the World*—gives, in an interesting manner, pictures of the older civilisations, the discovery of New Worlds, the Awakening of Europe, the great struggle for Sea Power in the 18th and the beginning of the 19th century, and the growth of the British Empire. Special attention is given to English History and to the History of Australasia. It affords opportunities for much moral teaching, for the inculcation of patriotism, and for instruction in the rights and duties of citizens and members of a State under constitutional government.

(e.) *Geography, Nature Study, and Elementary Science*.—This group of studies deals with our physical environment, and is especially directed towards leading the children to exercise their powers of observation and reasoning, and enabling them to take an intelligent interest in the world of nature.

The course in Geography begins with direct observation of the immediate surroundings of the child. By actual measurement, and by the construction of plans of his schoolroom and playground, he gains a real knowledge of the meaning of a map. Geographical terms acquire a real significance when models of such as cannot be directly observed are made with sand or other materials. The more advanced work is, in one direction, very closely related to the work in History; in another direction, to that in Nature Study.

“Observation Lessons,” or “Object Lessons,” form, when correctly treated, the earliest stages in Nature Study. They are not lessons in which the teacher supplies a store of information about an object, but lessons in which the children are led to observe, compare, and contrast, and should deal in the main with familiar things. They

should be closely correlated with the lessons in Drawing, and will afford much opportunity for oral description as well as for written composition.

In the more advanced stages the lines upon which Nature Study is carried on must vary according to the surroundings of the school and the tastes of the teacher. The subject most generally taken is plant-life, for which materials are everywhere abundant. It provides ample opportunities for observation and experiment, without the need of any elaborate apparatus. Training children to see accurately and to make accurate deductions from what they see is of great value, and no lessons in the Curriculum can be made more interesting. Work of this nature is being now more generally taken up, but there is yet room for great improvement and expansion.

Courses in Simple Elementary Science—*e.g.*, Physics, Mechanics, and Chemistry—are taken in the upper standards of some of our larger schools. The aim should be the investigation of simple phenomena, as far as possible, by the children themselves. Such courses furnish an elementary idea of scientific method, and will often form a groundwork for future study and serve to arouse an interest which might otherwise have remained dormant in some branch of science.

Elementary lessons on the laws of health are now included for the first time in our Curriculum. In some aspects, *e.g.*, in dealing with cleanliness and temperance, these may be considered as falling rather under the head of moral lessons. In other aspects, *e.g.*, in the matters of fresh air and ventilation, food and clothing, they may be closely connected with Nature Study and Elementary Science. There is no doubt of the necessity for wider knowledge of elementary principles of Hygiene, and this is not likely to come unless it begins in the schools. The importance both to the individual and to the nation of a knowledge of such principles and of their due application is becoming widely recognised, and instruction in such subjects is likely to form a part of the Curriculum in schools of all grades in the near future. A knowledge of the subject will be required by the Department in all teachers' examinations

(*f.*) *Manual Work.*—The aim of this work is to train the hand and eye to work in unison. In the Infant Schools many exercises are given with this object, *e.g.*, paper-folding, sticklaying, and building with cubes. The older children in many schools are taught modelling in clay or cardboard.

Wherever possible, the older boys are given instruction in wood-work: nearly 2,500 passed through a course in this subject during the past year. The work is of great value not only for the main object indicated above, but also in forming habits of accuracy, thoroughness, and self-reliance, and in its reaction upon the intelligence of the children as shown in their other work.

The special subjects for girls are on a somewhat different footing. While they all afford manual training and lead to deftness of hand and accuracy of work, they are more definitely utilitarian in their aims, and are intended to equip children more directly for their future careers.

Needlework is not now taught in the Infant Schools. The risk of injury to the eyes is considerable, and little is gained by starting the instruction so early. The Syllabus in the upper standards has been revised.

In the larger centres of population classes are held in Cookery and Laundry work, and in the Perth Centre a further course in Household Management is given, including instruction in sick nursing and the care of infants. The new building which is to be erected will enable this work to be more satisfactorily carried on. The number of girls who passed through these courses in 1905 was 1,958.

(*g.*) *Drill.*—The work under this head falls into two sections: (*a.*) Company Drill movements—marching, etc. (*b.*) Physical Exercises. The former aim at securing smartness and accuracy of movement, and correct carriage; the latter are specially directed towards the exercise of the muscles of different parts of the body. Smartness and accuracy are, of course, required in the latter exercises also.



Most of the male and a considerable number of the female teachers have had an opportunity of attending special classes of instruction. The results are in many schools very satisfactory.

The Cadet Corps continues to increase and flourish. A special report on the subject is appended. It is expected that the Federal Defence Department will take charge of the Corps during the coming year.

(h.) *Music*.—Class Singing is taken in all schools, except a few of the smallest. Apart from its æsthetic importance and refining influence, singing is of value as a physical exercise. Either the Tonic Sol-fa or Staff Notation may be taken. The former, which is no doubt the better for general teaching purposes, is almost universally adopted. It is, however, advisable that children should, wherever possible, be introduced to the Staff system before the end of their school career.

**EVENING CLASSES**.—Classes have been opened in several new centres during the year. The classes in Perth continue to attract considerable numbers.

**TECHNICAL EDUCATION**.—The Department suffered a very severe loss in the death of the Director of Technical Education, Mr. Alex. Purdie, M.A., B.Sc., from typhoid fever. Mr. Purdie had been at the head of this branch from the time when the first Technical School was opened in Perth, and the success of that institution and its branches was very largely due to his untiring energy and enthusiasm, and his great powers of organisation.

The Technical Schools are now under the directorship of Mr. F. B. Allen, M.A., B.Sc., who also controls the School of Mines.

The Central School in Perth continues to grow, and is greatly in need of larger and more suitable buildings. An excellent site has been secured, and it is hoped that a start will be made with the permanent buildings during the next financial year. Unless this is taken in hand at once the efficiency of the school will be seriously impaired.

Branches of the school are established at Fremantle and Midland Junction. Coolgardie has a small school of its own, and buildings are being erected for another school at Boulder.

A full account of the work of these schools will be found in a separate report.

**HIGHER GRADE SCHOOL**.—The Department hopes in the near future to establish a Higher Grade School in Perth, to provide a four years' course of instruction for children over twelve years of age. This will supply a long-felt want in many directions, and will enable the Department to provide more satisfactorily for the early education of its future teachers.

**TEACHERS' ASSOCIATIONS**.—The general conference, which was held at Easter in Perth, was largely attended. It is valuable as affording an opportunity for general discussion of educational questions, and also as a means of making our teachers personally acquainted with one another. Branch associations are doing good work in various parts of the State.

**DEPARTMENTAL STAFF**.—The rapid increase in the number of schools has greatly increased the volume of work in the Central Office. The staff has worked well throughout the year.

**REPORTS**.—The reports of the Inspectors and other Officers, together with the various statistical returns, will be found attached.

WALTER KINGSMILL,  
Minister of Education.

CECIL ANDREWS,  
Inspector General of Schools,  
23rd February, 1906.

## No. 1.—Statement of the Educational Vote for the Financial Year 1904-5.

RECEIPTS.				DISBURSEMENTS.			
	£	s.	d.		£	s.	d.
To Amount received from Treasury on account of Vote, 1904-5	148,552	7	7	DEPARTMENTAL:			
	148,552	7	7	Salaries	7,023	16	1
				Incidental Expenses, including Postage, Travelling Expenses, Printing, etc.	3,373	15	10
					10,397	11	11
				COMPULSION:			
				Salaries	765	0	0
				Incidentals	75	16	9
					840	16	9
				EXHIBITIONS, SCHOLARSHIPS, ETC.:			
				Government Exhibitions	207	10	0
				University Exhibitions	425	0	0
				Scholarships	524	13	4
				Bursaries	215	0	0
					1,372	3	4
				EXAMINATIONS:			
				Incidentals	81	6	4
					81	6	4
				SCHOOLS:			
				Salaries and Allowances	100,832	17	4
				Building and Repairs	579	15	10
				Furniture, Apparatus, etc.	3,059	9	0
				Incidentals, including Travelling Allowances	5,272	8	3
					109,744	10	5
				EVENING CLASSES AND SCHOOLS:			
				Salaries	1,017	11	6
				Incidentals	488	17	6
					1,506	9	0
				TRAINING COLLEGE:			
				Salaries	1,833	13	3
				Scholarships	486	13	4
				Board	1,047	16	11
				Incidentals	550	18	5
					3,919	1	11
				TECHNICAL EDUCATION:			
				Salaries	4,371	4	8
				Incidentals	2,238	12	4
					6,609	17	0
				MANUAL TRAINING (Carpentry and Domestic Economy):			
				Salaries	3,011	15	7
				Incidentals	1,187	13	6
					4,199	9	1
				CADETS:			
				Salaries	775	7	9
				Incidentals	642	2	0
					1,417	9	9
				MONITORS' CLASSES:			
				Salaries	799	17	10
				Furniture, Apparatus, etc.	130	11	2
				Incidentals	492	15	9
					1,423	4	9
				PURCHASES INTO STOCK:			
				Furniture, Apparatus, etc.	6,710	7	0
				Incidentals	195	6	1
					6,905	13	1
				MISCELLANEOUS:			
				Transport Charges, etc., on Goods	133	11	8
					133	11	8
				Total Expenditure	148,551	5	0
				Expenditure debited 1903-4, recouped 1904-5		1	2
						1	2
TOTAL	148,552	7	7	TOTAL	148,552	7	7

*Statement of Receipts paid to Revenue from 1st July, 1904, to 30th June, 1905.*

	£	s.	d.
Fees, Technical School ... ..	1,076	2	1
„ Training College ... ..	140	6	6
„ Evening Schools and Classes ... ..	391	5	9
Sale of Apparatus, Technical School ... ..	35	11	8
„ Books, etc., Training College ... ..	66	16	0
Book Sales ... ..	1,547	19	6
Rents ... ..	149	18	0
Miscellaneous Receipts ... ..	23	18	4
	<u>£23,481</u>	<u>12</u>	<u>10</u>

*Expenditure under various Heads for the Financial Year 1904-5.*

Particulars.	Salaries and Allowances.	Apparatus.	Furniture.	Building and Repairs.	Upkeep.	Board.	Scholarships.	Total.	Expenditure on Buildings by Public Works Department.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Government Schools ...	100,832 17 4	6,827 18 2	2,271 8 0	579 15 10	5,487 16 0	...	...	115,949 10 4	34,118 9 5
Evening do. ...	27 8 9	...	...	...	9 13 5	...	...	37 2 2	...
Do. Classes ...	990 2 9	...	...	...	479 4 1	...	...	1,469 6 10	...
Monitors' do. ...	799 17 10	41 5 6	89 16 8	...	492 15 9	...	...	1,423 15 9	1,138 12 0
Training College ...	1,833 13 3	...	...	...	550 18 5	1,047 16 11	486 13 4	3,919 1 11	85 11 8
Technical Schools ...	4,371 4 8	...	...	...	2,238 12 4	...	...	6,609 17 0	598 10 7
Manual Training—									
Carpentry ...	1,824 5 11	...	...	...	948 10 1	...	...	2,772 16 0	152 0 9
Domestic Economy	1,187 9 8	...	...	...	239 3 5	...	...	1,426 13 1	
Cadets ... ..	775 7 9	...	...	...	642 2 0	...	...	1,417 9 9	...

**COST PER HEAD, FINANCIAL YEAR 1904-5.**

*Mean Average Attendance.*

No. of Schools.	Mean Average Attendance.	Cost per Head.	Cost per Head including Administration.
307	22,774	£ s. d. 4 19 8·8	£ s. d. 5 9 2·8

*Mean Average Enrolment.*

No. of Schools.	Mean Average Enrolment.	Cost per Head.	Cost per Head including Administration.
307	26,905	£ s. d. 4 4 0·8	£ s. d. 4 12 5·1

Staff and Attendance Return, 1905.

STATE SCHOOLS.

(Where an asterisk (\*) appears it denotes that the Monitor acts also as Sewing Mistress. There are nine such in this Table.)

No.	SCHOOL.	STAFF AT END OF YEAR.						NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrollment of individual Scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistant.		Monitors.		Boys.	Girls.	Total.			
		Males.	Females.	Males.	Females.	Males.	Females.						
1	Albany	1	1	2	4	..	..	159	144	303	318	267	Opened 18th September.
2	Do. Infants'	..	..	..	..	..	..	72	83	155	149	126	
3	Armedale	..	..	..	1	..	..	59	49	108	96	79	
4	Balingup.	..	..	..	..	..	..	22	26	48	43	33	
5	Bally Bally	..	..	..	..	..	..	11	12	23	24	19	
6	Batavia	..	..	..	..	..	..	8	4	12	15	14	
7	Baywater	..	..	..	2	2	..	95	101	196	179	147	
8	Beaconsfield	..	..	2	8	2	..	224	222	446	472	430	
9	Do. Infants'	..	1	..	3	..	..	115	103	218	207	169	
10	Beechboro'	..	..	..	..	..	1	28	17	45	45	39	
11	Bejoording	..	1	..	..	..	..	14	14	28	17	21	
12	Bellevue	..	..	..	2	..	..	59	76	135	127	104	
13	Belmont	..	..	1	1	1	..	51	49	100	87	73	
14	Beverley	..	..	1	1	..	..	65	60	125	118	96	
15	Bieton	..	1	..	..	2	..	17	24	41	68	32	
16	Boogardie	..	..	..	..	..	..	17	12	29	28	23	
17	Bonnievale	..	..	..	1	..	..	35	32	67	69	61	
18	Boranup	..	1	..	..	..	..	14	14	28	29	26	
19	Boulder	..	1	3	6	2	..	236	240	476	518	434	
20	Do. Infants'	..	1	..	8	..	..	227	203	430	406	331	
21	Do. Intermediate	..	1	..	3	2	..	124	108	232	238	206	
22	Do. South	..	1	4	3	..	..	224	208	432	435	357	
23	Do. West	..	..	3	3	..	..	72	81	153	167	147	
24	Boyanup	..	..	..	..	1	..	24	21	45	39	31	
25	Bridgetown	..	..	..	1	..	..	49	36	85	81	63	
26	Brookton	..	..	..	..	1	..	18	14	32	31	27	
27	Broomehill	..	..	..	..	1*	..	30	36	66	66	45	
28	Brown Hill	..	..	2	2	1	..	131	109	240	251	219	
29	Brunswick	..	..	..	..	..	..	28	20	48	42	34	
30	Bullsbrook	..	1	..	..	..	..	13	15	28	31	22	
31	Bulong	..	..	..	..	..	..	30	19	49	52	45	
32	Bunbury	..	..	1	4	..	..	160	115	275	305	270	
33	Do. Infants'	..	1	..	2	..	..	89	84	173	159	137	
34	Burbanks	..	..	1	2	..	..	48	35	83	79	66	
35	Russelton	..	..	1	1	..	..	50	35	85	88	74	
36	Cannington (a)	..	..	..	..	..	..	83	89	172	174	136	
37	Capel	..	..	..	..	..	..	20	17	37	38	30	
38	Cartmeston	..	1	..	..	..	..	12	18	30	31	24	
39	Chidlow's Well	..	..	..	..	1	..	25	32	57	58	45	
40	Clackline	..	..	..	..	1	..	26	19	45	41	36	
41	Claremont	..	..	3	6	2	..	224	188	412	481	419	
42	Do. Infants'	..	1	..	3	2	..	91	81	172	187	153	
43	Do. North	..	..	..	1	..	..	50	50	100	79	71	
44	Do. Practising	..	..	1	1	..	..	56	51	107	96	83	
45	Collie	..	..	3	3	1	..	129	113	242	229	179	
46	Coogee	..	1	..	..	..	..	17	17	34	34	29	
47	Cookernup	..	..	1	..	1	..	23	23	46	48	34	
48	Coolgardie	..	..	1	4	..	..	152	147	299	330	286	
49	Do. Infants'	..	1	..	2	1	..	87	84	171	170	143	



## Staff and Attendance Return, 1905—continued.

## STATE SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.								NUMBERS OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrolment of individual scholars.	Average daily attendance for period school was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Machines.	Boys.	Girls.	Total.				
		Males.	Females.	Males.	Females.	Males.	Females.								
112	Lennonville	1	..	..	..	..	..	1	14	23	37	51			
113	Lion Mill	1	..	..	..	..	..	..	22	28	50	42			
114	Malabaine	1	..	..	..	..	..	1*	15	17	32	33			
115	Malcolm	1	..	..	..	..	..	2*	31	31	62	55			
116	Mandurah	1	..	..	..	..	..	..	19	12	31	25			
117	Maylands	1	..	..	..	..	..	..	162	156	318	286			
118	McDowall's No. 11	1	..	..	..	..	..	1	12	6	18	21			
119	Meckering	1	..	..	..	..	..	..	40	40	80	80			
120	Menzies	1	..	..	..	..	..	..	100	72	172	163			
121	Midland Junction	1	..	..	..	..	..	..	252	169	421	435			
122	Midland Junction Infants'	..	1	..	..	..	..	1	89	78	167	147			
123	Mingenew	1	..	..	..	..	..	1*	20	20	40	36			
124	Mogumber	1	..	..	..	..	..	..	15	14	29	28			
125	Mombarkine	1	..	..	..	..	..	..	14	13	27	28			
126	Moobjebing	1	..	..	..	..	..	..	13	18	31	32			
127	Moonyoonooka	1	..	..	..	..	..	..	16	13	29	30			
128	Moora	1	..	..	..	..	..	..	17	17	34	37			
129	Mornington Mill	1	..	..	..	..	..	1	48	39	87	88			
130	Mt. Barker	1	..	..	..	..	..	..	20	25	45	49			
131	Mt. Magnet	1	..	..	..	..	..	..	26	26	52	58			
132	Mt. Morgans	1	..	..	..	..	..	..	35	40	75	82			
133	Mt. Sir Samuel	1	..	..	..	..	..	..	13	9	22	27			
134	Mourabaine	1	..	..	..	..	..	..	18	17	35	36			
135	Mullalyup	1	..	..	..	..	..	..	11	11	22	23			
136	Mullewa	1	..	..	..	..	..	..	14	15	29	30			
137	Mundaring	1	..	..	..	..	..	..	11	20	31	24			
138	Mundijong	1	..	..	..	..	..	..	22	21	43	45			
139	Nannine	1	..	..	..	..	..	..	20	14	34	30			
140	Nannup	1	..	..	..	..	..	..	14	13	27	26			
141	Narrogin	1	..	..	..	..	..	..	73	81	154	142			
142	Newcastle	1	..	..	..	..	..	..	54	47	101	105			
143	Newcastle Street Boys'	1	..	..	..	..	..	..	263	266	529	276			
144	do. Girls'	..	1	..	..	..	..	..	..	256	256	231			
145	do. Infants'	..	1	..	..	..	..	..	103	111	214	209			
146	Newlands	1	..	..	..	..	..	..	12	5	17	25			
147	Niagara	1	..	..	..	..	..	..	12	12	24	22			
148	Norseman	1	..	..	..	..	..	..	41	47	88	91			
149	Northam	1	..	..	..	..	..	..	195	164	359	353			
150	Norwood	1	..	..	..	..	..	..	83	91	174	170			
151	Osborne Park	1	..	..	..	..	..	..	20	18	38	37			
152	Paddington	1	..	..	..	..	..	..	26	22	48	56			
153	Parkerville	1	..	..	..	..	..	..	14	21	35	42			
154	Perth Boys'	1	..	..	..	..	..	..	647	571	1218	685			
155	Do. Girls'	..	1	..	..	..	..	..	209	189	398	367			
156	Do. Infants'	..	1	..	..	..	..	..	190	173	363	375			
157	Do. East	..	..	..	..	..	..	..	112	77	189	181			
158	Do. East Infants'	..	1	..	..	..	..	..	129	109	238	245			
159	Do. North	..	..	..	..	..	..	..	55	60	105	88			
160	Do. South	..	..	..	..	..	..	..	28	28	56	56			
161	Picton	1	..	..	..	..	..	..	..	..	..	..			
162	Pingelly	1	..	..	..	..	..	..	28	24	52	67			

Opened 1st May.



*Staff and Attendance Return, 1905—continued.*

PROVISIONAL SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.								NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrollment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Machines.	Boys.	Girls.	Total.				
		Males.	Females.	Males.	Females.	Males.	Females.								
21	Chittering, Lower (closed)	..	..	..	..	..	..	..	8	8	16	15	13	Closed 20th September.	
22	Clifton West ..	..	..	..	..	..	..	..	4	8	12	12	12	Opened 24th January.	
23	Coonup ..	..	..	..	..	..	..	..	14	11	25	22	14		
24	Coondle ..	..	..	..	..	..	..	..	10	10	20	20	18		
25	Cunderdin ..	..	..	..	..	..	..	1	26	10	36	29	24		
26	Cunderdine ..	..	..	..	..	..	..	..	7	8	15	15	12	Opened 6th June.	
27	Dale River ..	..	..	..	..	..	..	..	5	5	10	9	8	Opened 7th September.	
28	Dandarragan ..	..	..	..	..	..	..	1	7	9	16	19	14		
29	Dardanup ..	..	..	..	..	..	..	..	5	7	12	15	12		
30	Darradup ..	..	..	..	..	..	..	..	7	4	11	11	11		
31	Davyhurst ..	..	..	..	..	..	..	..	20	8	28	26	23		
32	Dingup ..	..	..	..	..	..	..	..	11	4	15	15	15		
33	Doodlakine ..	..	..	..	..	..	..	..	5	14	19	28	19		
34	Dumbleyung ..	..	..	..	..	..	..	..	12	6	18	17	14	Opened 3rd July.	
35	Englishfield ..	..	..	..	..	..	..	..	5	12	17	16	15		
36	Ewlyamartup ..	..	..	..	..	..	..	..	6	6	12	15	13	Opened 21st February.	
37	Elsternwick ..	..	..	..	..	..	..	..	10	11	21	21	18	Opened 22nd May.	
38	Ferguson Mill (closed)	..	..	..	..	..	..	..	5	6	11	20	16	Closed 4th May.	
39	Gilgerrig ..	..	..	..	..	..	..	..	7	5	12	12	11	Opened 4th September.	
40	Glenlynn ..	..	..	..	..	..	..	..	9	10	19	17	15		
41	Greenough, North ..	..	..	..	..	..	..	1	14	17	31	27	22		
42	Do. South ..	..	..	..	..	..	..	..	7	17	24	23	12		
43	Gullewa ..	..	..	..	..	..	..	..	10	4	14	12	10		
44	Hoffman Mill ..	..	..	..	..	..	..	1	10	9	19	18	16		
45	Hope Valley ..	..	..	..	..	..	..	..	9	10	19	19	16		
46	Indarrie ..	..	..	..	..	..	..	..	11	10	21	19	16	Formerly Yandarino.	
47	Irwin ..	..	..	..	..	..	..	..	13	8	21	20	15		
48	Jumparding ..	..	..	..	..	..	..	..	10	5	15	14	13		
49	Kelaberrin ..	..	..	..	..	..	..	..	11	13	24	22	19	Opened 24th July.	
50	King River ..	..	..	..	..	..	..	..	10	10	20	19	16		
51	Koonup ..	..	..	..	..	..	..	..	9	8	17	18	11		
52	Lake Jandabup ..	..	..	..	..	..	..	1	5	9	14	19	15		
53	Lyall's Mill ..	..	..	..	..	..	..	..	10	8	18	20	19		
54	Marbro ..	..	..	..	..	..	..	..	18	11	29	28	23		
55	Marracoonda ..	..	..	..	..	..	..	..	9	16	25	26	20		
56	Mean Mahn ..	..	..	..	..	..	..	..	7	12	19	21	17		
57	Meekatharra ..	..	..	..	..	..	..	..	8	13	21	21	17		
58	Mt. Hardy ..	..	..	..	..	..	..	..	4	11	15	14	12	Opened 17th July.	
59	Mt. Kokeby ..	..	..	..	..	..	..	..	8	14	22	22	20	Opened 24th July.	
60	Muchea ..	..	..	..	..	..	..	..	10	14	24	20	16		
61	Mulline ..	..	..	..	..	..	..	..	10	8	18	20	11		
62	Murrin Murrin ..	..	..	..	..	..	..	..	12	11	23	21	19	Opened 27th February.	
63	Nabawah ..	..	..	..	..	..	..	1	6	11	17	20	15	Opened 17th July.	
64	Nigelup ..	..	..	..	..	..	..	..	4	6	10	14	13		
65	Northampton ..	..	..	..	..	..	..	1	20	12	32	31	23		
66	Nunyle ..	..	..	..	..	..	..	1	6	9	15	14	16		
67	Oakdale ..	..	..	..	..	..	..	1	10	7	17	14	12		
68	Peak Hill ..	..	..	..	..	..	..	..	18	10	28	20	17		
69	Perrystown ..	..	..	..	..	..	..	..	13	9	22	17	12		
70	Pyram ..	..	..	..	..	..	..	..	11	8	19	15	12	Opened 24th June.	





Staff and Attendance Return, 1905—continued.

PROVISIONAL SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.						NUMBERS OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrolment of individual scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Boys.	Girls.	Total.			
		Males.	Females.	Males.	Females.	Males.	Females.						
21	Chittering, Lower (closed)	..	..	..	..	..	..	8	8	16	15	13	Closed 29th September.
22	Clifton West ..	..	..	..	..	..	..	4	8	12	12	12	Opened 24th January.
23	Coolum ..	..	1	..	..	..	..	14	11	25	22	14	
24	Coondle ..	..	1	..	..	..	..	10	10	20	20	18	
25	Cunderdin ..	1	..	..	..	..	..	26	10	36	29	24	
26	Cunluridine ..	1	..	..	..	..	..	7	8	15	15	12	Opened 6th June.
27	Dale River ..	1	..	..	..	..	..	5	5	10	9	8	Opened 7th September.
28	Dandarragan ..	1	..	..	..	..	..	7	9	16	19	14	
29	Dardanup ..	..	1	..	..	..	..	5	12	17	15	12	
30	Darradup ..	..	1	..	..	..	..	7	4	11	11	11	
31	Davyhurst ..	..	..	..	..	..	..	20	8	28	26	23	
32	Dingup ..	..	..	..	..	..	..	11	4	15	15	15	
33	Doodlakine ..	..	..	..	..	..	..	5	14	19	28	19	
34	Dumbleyung ..	..	..	..	..	..	..	12	6	18	17	14	Opened 3rd July.
35	Englishfield ..	..	..	..	..	..	..	5	12	17	16	15	
36	Ewlyamartup ..	..	..	..	..	..	..	6	6	12	15	13	Opened 21st February.
37	Elsternwick ..	1	..	..	..	..	..	10	11	21	21	18	Opened 22nd May.
38	Ferguson Mill (closed)	..	..	..	..	..	..	5	6	11	20	16	Closed 4th May.
39	Gilgerrig ..	..	1	..	..	..	..	7	5	12	12	11	Opened 4th September.
40	Glenlynn ..	..	1	..	..	..	..	9	10	19	17	15	
41	Greenough, North ..	..	1	..	..	..	..	14	17	31	27	22	
42	Do. South ..	1	..	..	..	..	..	7	17	24	23	12	
43	Gullewa ..	..	..	..	..	..	..	10	4	14	13	10	
44	Hoffman Mill ..	..	..	..	..	..	..	10	9	19	18	16	
45	Hope Valley ..	1	..	..	..	..	..	9	10	19	19	16	
46	Indarrie ..	..	1	..	..	..	..	11	10	21	20	15	Formerly Yardarino.
47	Irwin ..	..	..	..	..	..	..	13	8	21	20	15	
48	Jumpersding ..	..	..	..	..	..	..	10	5	15	14	13	Opened 24th July.
49	Kalaberrin ..	1	..	..	..	..	..	11	13	24	22	19	
50	King River ..	..	1	..	..	..	..	10	10	20	19	16	
51	Kojonup ..	1	..	..	..	..	..	9	8	17	18	11	
52	Lake Jandabup ..	1	..	..	..	..	..	5	9	14	19	16	
53	Lyall's Mill ..	1	..	..	..	..	..	10	8	18	20	19	
54	Marbro ..	1	..	..	..	..	..	18	11	29	28	23	
55	Marracoonda ..	..	1	..	..	..	..	9	16	25	26	20	
56	Mean Mahn ..	..	1	..	..	..	..	7	12	19	21	17	
57	Meekatharra ..	..	1	..	..	..	..	8	13	21	21	17	
58	Mt. Hardey ..	..	1	..	..	..	..	4	11	15	14	12	
59	Mt. Kokeby ..	..	1	..	..	..	..	8	14	22	22	20	Opened 17th July.
60	Muchea ..	..	..	..	..	..	..	10	14	24	20	16	Opened 24th July.
61	Mulline ..	1	..	..	..	..	..	10	8	18	12	11	
62	Murrin Murrin ..	1	..	..	..	..	..	12	11	23	21	19	Opened 27th February.
63	Nabawah ..	1	..	..	..	..	..	6	11	17	20	15	
64	Nigelup ..	1	..	..	..	..	..	8	6	14	14	13	Opened 17th July.
65	Northampton ..	1	..	..	..	..	..	20	12	32	31	23	
66	Nunyle ..	..	..	..	..	..	..	6	6	12	11	11	Opened 4th September.
67	Oakabella ..	1	..	..	..	..	..	10	7	17	18	15	
68	Peak Hill ..	1	..	..	..	..	..	8	9	17	20	17	
69	Popanyinning ..	..	1	..	..	..	..	13	10	23	17	15	Opened 8th June.
70	Preston, Upper ..	..	1	..	..	..	..	11	8	19	19	17	

[illegible]

## HALF-TIME SCHOOLS.

	North	South
1 Hindoon.	1	8
2 Do.	1	12
3 Laverton	1	13
4 Burtville	1	20
5 Jurokine	1	9
6 Silver Hills	1	11
7 Kybalup	1	10
8 Frankland River	1	16
9 Gingin Brook	1	7
10 Moore River	1	9
11 Newtown	1	8
12 Ludlow	1	10

Staff and Attendance Return, 1905—continued.

HALF-TIME SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.										NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrolment of individual Scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Machines.	Boys.	Girls.	Total.						
		Males.	Females.	Males.	Females.	Males.	Females.										
13	Marradong	..	1	..	..	..	..	{	7	3	10	11	10	Opened 13th March. Opened 27th March. Re-opened 10th July.			
14	Hotham River	..	}	..	..	..	..	{	10	2	12	12	10				
15	Rudd's Gully	..	}	..	..	..	..	{	8	2	10	10	10				
16	Greenough, North (Back Flats)	..	}	..	..	..	..	{	9	7	16	16	15				
17	Perup	..	}	..	..	..	..	{	1	3	4	4	4				
18	Riveride	..	}	..	..	..	..	{	3	4	7	6	6				
19	Swan, West	..	}	..	..	..	..	{	4	14	18	17	13				
20	Swan, Upper	..	}	..	..	..	..	{	11	8	19	20	16				
21	Mulwarrie (closed)	..	}	..	..	..	..	{	2	3	5	5	3				
	Mulline	..	..	..	..	..	..	..	See Provisional Schools.	Provisional Schools.				Opened 27th July. Closed 2nd June.			
	Nabawah	..	..	..	..	..	..	..	4	6	10	10	6				
22	Narra Tarra (closed)	..	..	..	..	..	..	..						Closed 18th August.			
	Totals	..	10	..	..	..	..	1	143	133	276	269	223				

SPECIAL SCHOOLS.

No.	SCHOOL.	Head Teachers.		Assistants.		Monitors.		Sewing Machines.		NUMBER OF INDIVIDUAL SCHOLARS ON ROLL OF LAST SCHOOL DAY.			Average weekly attendance for period School was open.	Remarks.
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Boys.	Girls.	Total.		
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Boys.	Girls.	Total.		
1	Broome .. ..	1	..	..	..	..	..	..	1*	23	24	47	37	Re-opened February.
2	Carnarvon .. ..	1	..	..	..	..	..	..	..	43	33	76	52	Opened 19th June.
3	Cossack .. ..	1	..	..	..	..	..	..	..	13	11	24	19	
4	Derby .. ..	1	..	..	..	..	..	..	..	12	12	24	20	
5	Esperance .. ..	1	..	..	..	..	..	..	1	48	40	88	81	Re-opened 30th January.
6	Onslow .. ..	1	..	..	..	..	..	..	..	4	6	10	11	Closed 20th April.
7	Roebourne (closed) ..	..	..	..	..	..	..	..	..	6	2	8	8	
8	Sharks Bay .. ..	1	..	..	..	..	..	..	..	13	17	30	26	
	Totals .. ..	7	..	..	2	..	..	2	..	162	145	307	254	

HOUSE-TO-HOUSE SCHOOLS.

No.	SCHOOL.	Head Teachers.		Assistants.		Monitors.		Sewing Machines.		NUMBER OF INDIVIDUAL SCHOLARS ON ROLL OF LAST SCHOOL DAY.			Average weekly attendance for period School was open.	Remarks.
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Boys.	Girls.	Total.		
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Boys.	Girls.	Total.		
1	Boyanup, North .. ..	..	1	..	..	..	..	..	..	3	5	8	7	Opened 1st May.
2	Freshfields .. ..	..	1	..	..	..	..	..	..	3	3	6	5	
3	Hardo .. ..	1	..	..	..	..	..	..	..	3	1	4	6	
4	Yallingup .. ..	1	..	..	..	..	..	..	..	6	5	11	8	Opened 12th June.
	Totals .. ..	2	2	..	..	..	..	..	..	15	14	29	26	

SUMMARY.

	STAFF AT END OF YEAR.								NUMBER ON ROLL LAST SCHOOL DAY.				
	Head Teachers.				Assistant.		Monitors.		Sewing Mistress	Total	Males.	Females.	Total
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.					
State Schools	149	44	86	265	26	119	46	13,284	12,126	25,410			
Provisional Schools	47	57	..	..	..	..	21	1,012	944	1,956			
Half-Time Schools	10	..	..	..	..	..	1	143	133	276			
Special Schools	7	..	..	2	..	2	2	162	145	307			
House-to-House Schools	2	2	..	..	..	..	..	15	14	29			
Grand Totals	215	103	86	267	26	121	70	14,616	13,362	27,978			

TABLE II.  
A.—Schools opened during 1905.

School.	Date of Opening.	School.	Date of Opening.
<b>STATE SCHOOLS—</b>		<b>PROVISIONAL SCHOOLS (continued)—</b>	
1. Boogardie ... ..	18th September	17. Nunyle ... ..	4th September
2. Boulder, West ... ..	25th January	18. Popanyinning ... ..	8th June
3. Claremont, North ... ..	4th September	19. Roleystone ... ..	15th August
4. Claremont, Practising ... ..	17th July	20. Rosehill ... ..	26th November
5. Gosnells ... ..	4th September	21. Torbay ... ..	17th October
6. Hamel ... ..	15th November	22. Torbay Junction ... ..	26th January
7. Jolimont ... ..	9th October	23. Tuckanarra ... ..	1st August
8. Kurrawang ... ..	4th September	24. Wainering ... ..	1st November
9. Norwood ... ..	1st May	25. Wardering Spring ... ..	4th September
10. Tambellup ... ..	19th July	26. Yenalin ... ..	2nd June
11. Woodlupine ... ..	23rd February	27. Bardoc ... ..	Re-opened 24th January
12. Leederville Infants' ... ..	Re-opened 13th February	28. Bibra Lake ... ..	17th July
<b>PROVISIONAL SCHOOLS—</b>		29. Gilgering ... ..	4th September
1. Aldinga ... ..	4th September	30. Quindanning ... ..	6th April
2. Alma ... ..	6th September	<b>HALF-TIME SCHOOLS—</b>	
3. Applecross ... ..	6th April	1. Hotham River ... ..	27th March
4. Augusta ... ..	1st May	2. Marradong ... ..	13th March
5. Balcatta ... ..	3rd April	3. Upper Swan ... ..	27th July
6. Clifton ... ..	24th January	4. Rudd's Gully ... ..	Re-opened 10th July
7. Cunjardine ... ..	6th June	<b>SPECIAL SCHOOLS—</b>	
8. Dale River ... ..	7th September	1. Derby ... ..	19th June
9. Dumbleyung ... ..	3rd July	2. Onslow ... ..	Re-opened 30th January
10. Elsternwick ... ..	22nd May	3. Cossack ... ..	February
11. Ewlyamartup ... ..	21st February	<b>S. P. D. OR HOUSE-TO-HOUSE SCHOOLS—</b>	
12. Kellerberrin ... ..	24th July	1. Freshfields ... ..	1st May
13. Mt. Hardey ... ..	17th July	2. Yallingup ... ..	12th June
14. Muchea ... ..	24th July		
15. Murrin Murrin ... ..	27th February		
16. Nigalup ... ..	17th July		

B.—Schools closed during 1905.

Schools.	Date of Closing.	Schools.	Date of Closing.
<b>STATE SCHOOLS—</b>		<b>HALF-TIME SCHOOLS—</b>	
1. Denmark Mill ... ..	14th April	1. Mulwarrie ... ..	2nd June
<b>PROVISIONAL SCHOOLS—</b>		2. Narra Tarra ... ..	18th August
1. Chittering, Lower ... ..	29th September	<b>SPECIAL SCHOOLS—</b>	
2. Ferguson Mill ... ..	4th May	1. Roebourne ... ..	20th April

TABLE III.

The following table shows the attendances in the various grades of Government Schools for the year 1905:—

				No. of distinct schools in operation during year, as classified on last school day.	Enrolment of distinct scholars on last school day.			Average enrolment of distinct scholars.	Average Attendance.	Percentage of average attendance to average enrolment.	
					Boys.	Girls.	Total.				
1905.											
State Schools	...	...	...	195	13,284	12,126	25,410	25,654	21,799	85	
Provisional Schools	...	...	...	106	1,012	944	1,956	1,750	1,432	82	
Half-time Schools	...	...	...	22	143	133	276	248	207	83	
Special Schools	...	...	...	8	162	145	307	290	243	84	
House-to-house Schools	...	...	...	4	15	14	29	24	22	92	
Totals				...	335	14,616	13,362	27,978	27,966	23,703	85

Diagram showing the Enrolment and Average Attendance  
in Government Schools from 1872 to 1905.

*\*Enrolment. — Shown in Black.  
Average Attendance..... Red.*

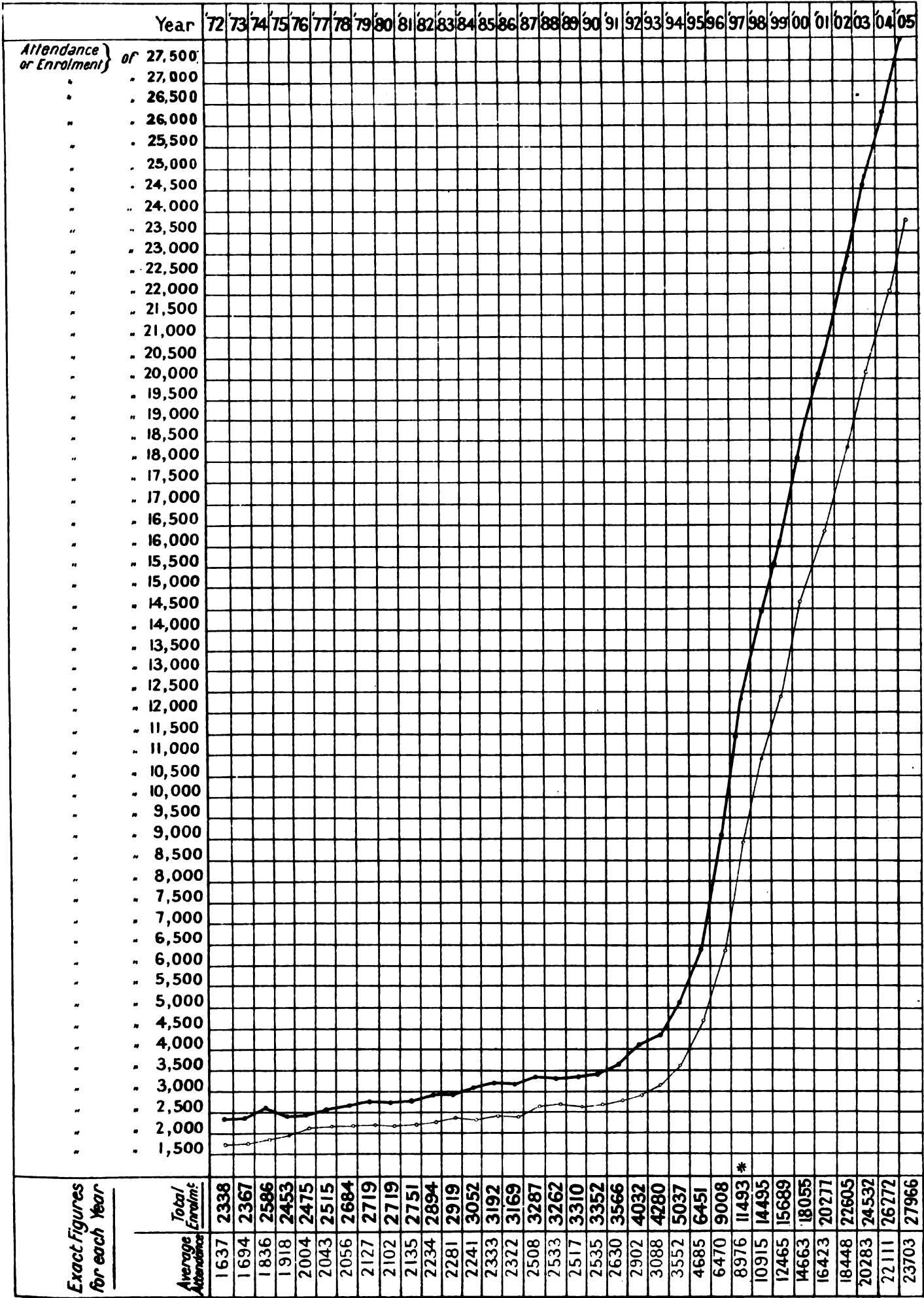






TABLE IV.

Classification of Schools, as determined by their average attendance:—

	No. in operation some time during year.		No of Schools open at end of year.	
	1904.	1905.	1904.	1905.
Class I., average attendance, 400 and upwards ... ..	8	8	8	8
" II., " " 300 to 400 ... ..	12	12	12	12
" III., " " 200 to 300 ... ..	12	17	12	17
" IV., " " 100 to 200 ... ..	30	30	30	30
" V., " " 50 to 100 ... ..	37	37	37	37
" VI., " " 20 to 50 ... ..	85	96	85	95
Provisional " " 10 to 20 ... ..	82	108	79	106
Half-time Schools (where two contiguous schools maintain an aggregate average of 16) ... ..	18	23	16	20
House-to-house Schools (in sparsely-peopled districts) ... ..	6	4	5	4
Totals ... ..	290	335	284	329

TABLE V.

General Progress of Education from 1872 to 1905 inclusive:—

Year.	Government Schools.					Assisted Schools to 1895, Private Schools from 1896.			
	Number of Schools.	Number of individual Scholars on Roll on last School day (including schools closed during year).	Average enrolment for year.*	Average Attendance for year.	Percentage of Attendance to Enrolment.	Number of Schools.	Number of individual Scholars on Roll at end of year.	Average Attendance.	Percentage of Attendance to enrolment at end of year.
1872	60	2,338	...	1,637	70	13	1,137	763	67
1873	64	2,367	...	1,694	71	15	1,064	829	78
1874	66	2,586	...	1,836	71	18	1,244	936	75
1875	58	2,453	...	1,918	78	20	1,305	1,003	77
1876	58	2,475	...	2,004	81	22	1,389	1,097	79
1877	57	2,515	...	2,043	81	21	1,346	1,053	78
1878	68	2,684	...	2,056	77	19	1,386	1,041	75
1879	72	2,719	...	2,127	78	19	1,334	1,029	77
1880	67	2,719	...	2,102	77	19	1,327	1,006	76
1881	72	2,751	...	2,135	78	18	1,253	974	78
1882	75	2,894	...	2,234	77	17	1,157	939	81
1883	77	2,919	...	2,281	78	16	1,142	912	80
1884	74	3,052	...	2,241	73	16	1,221	926	76
1885	77	3,192	...	2,333	73	17	1,287	1,016	79
1886	73	3,169	...	2,322	73	16	1,339	1,024	76
1887	74	3,287	...	2,508	76	16	1,386	1,092	79
1888	77	3,262	...	2,533	78	16	1,417	1,126	79
1889	78	3,310	...	2,517	76	16	1,434	1,108	77
1890	82	3,352	...	2,535	76	19	1,662	1,283	77
1891	85	3,566	...	2,630	74	19	1,779	1,280	72
1892	96	4,032	...	2,902	72	21	1,941	1,422	73
1893	106	4,280	...	3,068	72	21	2,058	1,537	74
1894	116	5,087	...	3,552	71	21	2,381	1,815	76
1895	133	6,451	...	4,685	73	19	2,293	1,708	74
1896	150	9,008	...	6,470	72	56	4,032	3,074	76
1897	167	12,262	*11,493	8,976	78	58	4,546	3,612	79
1898	186	14,424	14,495	10,915	75	87	5,651	4,479	79
1899	207	16,053	15,689	12,465	79	83	5,812	4,359	75
1900	223	18,557	18,055	14,663	81	75	5,462	4,248	78
1901	242	20,548	20,277	16,423	81	77	5,810	4,645	80
1902	250	22,765	22,605	18,448	82	80	6,260	4,922	79
1903	270	24,267	24,532	20,283	83	92	6,757	5,618	83
1904	290	25,979	26,272	22,111	84	93	7,214	5,524	81
1905	335	27,978	27,966	23,703	85	99	7,353	6,128	83

\* Not ascertained previous to 1897.

NOTES.—*Assisted Schools, etc.*—Up to and including 1895 the numbers given are those of the "Assisted" or State-aided Denominational Schools. By "The Assisted Schools Abolition Act, 1895," all grants in aid to these were abolished from the 31st December of that year. Thereafter, these schools ranked as "Private" schools as distinguished from "Government" schools. The figures for 1896 and onwards include all private schools, secondary as well as primary, though one of the former (the Perth High School) is subsidised by the State. The average attendance, and consequently the percentage of attendance to enrolment at these schools, from 1896, is from figures supplied, but many of the returns forwarded are obviously incorrect.

*Government Schools.*—From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of "average attendance" to "average enrolment."

TABLE VI.

*Enrolment and Attendance for each Quarter and for the Year.*

Quarters.	Number of individuals on roll on last school day.			Average enrolment of distinct scholars.	Average Attendance.	Percentage of average attendance to average enrolment.
	Boys.	Girls.	Total.			
First ...	14,265	12,958	27,223	27,004	22,815	84
Second ...	14,607	13,330	27,937	27,754	23,498	85
Third ...	14,942	13,693	28,635	28,429	24,433	86
Fourth ...	14,576	13,330	27,906	28,486	23,939	84
Year ...	...	...	...	27,966	23,703	85

TABLE VII.

The following table shows the ages of the children on the roll at the end of the years 1904 and 1905 :—

Year.	Boys.				Girls.				Total (Boys and Girls).				Over-age Children (over 16 years).*	
	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	Boys.	Girls.
1904 ...	1,426	11,481	669	13,576	1,247	10,348	664	12,259	2,673	21,829	1,333	25,835	13	42
1905 ...	1,552	12,265	759	14,576	1,375	11,080	875	13,330	2,927	23,345	1,634	27,906	25	50

\* These are not counted on the Rolls. A fee of 6d. per week is paid by each, the amount being retained by the teacher.

TABLE VIII.

Showing the number, sex, and classification of teachers on 31st December, 1905 :—

	A1	A2	A3	B1	B2	C1	C2	Unclassified.	Monitors.	Sewing Mistresses.	Totals.
Head Teachers:											
Males ...	4	13	7	50	18	52	21	49	...	...	214
Females ...	1	2	3	16	1	22	6	53	...	...	104
											318
Assistant Teachers:											
Males ...	...	...	5	21	15	22	17	6	...	...	86
Females ...	...	1	1	24	28	100	43	70	...	...	267
											353
Monitors:											
Males ...	...	...	...	...	...	...	...	...	26	...	26
Females ...	...	...	...	...	...	...	...	...	121	...	121
											147*
Sewing Mistresses	...	...	...	...	...	...	...	...	...	70	70
Totals ...	5	16	16	111	62	196	87	178	147	70	888
Totals for 1904 ...	3	16	19	100	64	175	80	132	155	65	809

\* Nine Monitors act also as Sewing Mistresses.

*Teachers of Manual Training and Domestic Economy.*

	Manual Training, all Male.	Domestic Economy, all Female.	Total.
Organising Instructors ... ..	1	1	2
Teachers in charge of Centres ... ..	4	3*	7
Assistants ... ..	3	4	7
Monitors ... ..	3	1	4
Totals, 1905 ... ..	11	9	20
Totals, 1904 ... ..	9	8	17

\* One also acts as an assistant at the Perth Centre.

*Monitors' Central Classes.*

Superintendent ... ..	1
Instructors ... ..	2
Total, 1905 ... ..	3 (all male teachers).
Total, 1904 ... ..	2 (both male teachers).

TABLE IX.

*Orphanage Schools and Industrial Schools, 1905.*

	Number of Individual Children on Roll last School Day.			Average enrolment for Year.	Average attendance for Year.
	Boys.	Girls.	Total.		
Clontarf Orphanage, Senior (Roman Catholic) ... ..	32	...	32	31	31
Do. Junior (Roman Catholic) ... ..	58	...	58	55	54
Perth Protestant Girls' Orphanage (Church of England) ... ..	...	62	62	65	59
St. Joseph's Orphanage, Girls' (Roman Catholic) ... ..	...	90	90	91	91
Glendalough Industrial (Roman Catholic) ... ..	49	...	49	49	49
Subiaco Industrial (State) ... ..	27	12	39	34	32
Swan Orphanage, Boys' (Church of England) ... ..	86	...	86	84	78
Swan Native and Half-caste Mission (Church of England) ... ..	13	23	36	31	29
Collie Industrial School, Boys' (Salvation Army), No. 1 ... ..	43	...	43	47	42
Do. do. do. No. 2 ... ..	38	...	38	31	23
Do. do. Girls' (Salvation Army) ... ..	...	35	35	33	33
Redhill Industrial School, Swan (Church of England) ... ..	11	...	11	11	11
	357	222	579	562	532
Ages of those on Roll—					
Under 6 years ... ..	22	17	39		
Between 6 and 14 years ... ..	312	189	501		
Over 14 years ... ..	23	16	39		
	357	222	579		

## INSPECTION.

There were 335 schools in operation during the year. Of these, 314 received one or more visits.

Twenty-one schools were not visited, for the following reasons:—Four were closed before inspection visits could be paid. 13 were new schools, two were reopened too late in the year, and the remaining two being Half-time Schools were not inspected owing to their companion schools having been visited.

From the awards it will be seen that 201, or 67 per cent., were classified as "Fair," or higher.

The following tabulation shows the number of schools in each Inspector's districts, the number of schools visited, and the names of schools not visited:—

Inspector.	Number of Schools in Districts.	Number of Schools visited.	Schools not visited.	
J. P. Walton (Chief Inspector) ...	15	14	North Claremont ...	New school.
J. H. McCollum ...	48	48	Burtville ...	Companion school visited.
R. H. Robertson, M.A. ...	52	49	Mulwarrie ...	Closed.
			Yundamindera ...	Reopened late in the year.
R. Gamble ...	69	66	Ferguson Mill ...	Closed.
			Riverside ...	Companion school visited.
Wallace Clubb, B.A. ...	84	75	Hamil ...	New school.
			Denmark Mill ...	Closed.
			Doodlekine ...	
			Aldinga ...	New school.
			Dale River ...	do.
			Kellerberrin ...	do.
			Rose Hill ...	do.
			Torbay ...	do.
			Wainering ...	do.
			Wardaring Spring ...	do.
J. A. Klein, B.A. ...	60	57	Alma ...	do.
	...	...	Nunyle ...	do.
	...	...	Budd's Gully ...	do.
North-West schools to be visited in rotation by the Inspectors. {	7	5	Derby ...	do.
	...	...	Roebourne ...	Closed.
Totals ...	335	314		

In addition to the above, the following Convent, Orphanage, and Industrial Schools were visited:—

CONVENT SCHOOLS.	ORPHANAGES.	INDUSTRIAL SCHOOLS.
<i>Visited by Inspector Klein.</i>	<i>(By the Chief Inspector, Mr. J. P. Walton.)</i>	
Cue.	Clontarf, Roman Catholic.	Glendalough, Roman Catholic.
Day Dawn.	St. Joseph's, do.	Subiaco, State.
Dongarra.	Swan Boys', Church of England.	Redhill, Church of England.
Lawlers.	Perth Protestant, Church of England.	Collie Boys' } Salvation Army.
Newcastle.		Do. Girls' }
Roebourne.		

The following Table shows the marks awarded to Schools on the result of the Inspection visits:—

	Excel- lent.	Very Good.	Good.	Very Fair.	Fair.	Weak.	Very Weak.	Bad.	Very Bad.	Visited for Classification of Scholars only.	Totals.
J. P. Walton, Chief Inspector ...	2	1	4	4	...	...	...	...	...	3	14
J. H. McCollum ...	...	2	8	14	15	8	2	...	...	4	48
R. H. Robertson, M.A. ...	...	2	12	10	17	4	...	2	...	2	49
R. Gamble ...	1	...	8	12	27	16	1	1	...	...	66
W. Clubb, B.A. ...	1	1	...	9	23	26	8	4	...	3	75
J. A. Klein, B. A. ...	...	1	3	12	17	19	3	3	1	3	62
	4	7	30	61	99	73	14	10	1	15	314

## MANUAL TRAINING AND DOMESTIC ECONOMY.

**Woodwork.**—2,463 boys received instruction in this subject during the year; an increase of 172 over the number for 1904. On the last school day 1,555 boys were on the roll, as compared with 1,441 in 1904, and the average enrolment had increased from 1,479 to 1,614. New classes were opened during the year at Geraldton, Gingin, Kataanning, and Narrogin.

**Cookery.**—During 1905 1,304 girls received instruction, as against 946 in 1904, and the number on the roll was 538 compared with 391 in 1904. The average enrolment stands at 562 for 1905 and 503 for 1904.

**Laundry.**—The number who received instruction in this subject has increased from 183 in 1904 to 592 in 1905, and the number of pupils on the roll from 98 to 327. The average enrolment was 98 in 1904 and 275 in 1905. New classes were commenced at Albany and Leederville.

**Housewifery.**—These classes were in operation to the end of June, 1905, only, when, owing to insufficient accommodation, they were closed. Sixty-five scholars received instruction during this period, compared with 66 for the last six months of 1904. Fifty-one scholars were on the roll at the time of closing, as against 55 at the end of 1904. The average enrolment was 55 for 1905 and 58 for 1904.

	Number of Scholars enrolled in Classes during the Year.	Number of distinct Scholars on Roll last day Classes held.	Average enrolment for Year.	No. of half Days open.	Number of Classes held.	Total attendances made.	Average attendances.		Remarks.	
							Per half day.	Per Class.		
BOYS' CLASSES.										
Woodwork—										
1 Albany ... ..	77	40	40	70	70	1,267	18	18	Opened October. Opened July.  Opened June.    Opened August.	
2 Armadale ... ..	14	8	8	44	44	336	8	8		
3 Boulder ... ..	248	145	156	331	331	5,685	17	17		
4 Bunbury ... ..	57	40	40	80	80	1,531	19	19		
5 Claremont ... ..	129	91	97	208	208	3,679	18	18		
6 Coolgardie ... ..	100	71	73	158	158	2,561	16	16		
7 Day Dawn ... ..	23	13	12	40	40	400	10	10		
8 Donnybrook ... ..	15	8	10	73	73	672	9	9		
9 Drakesbrook ... ..	17	6	10	88	88	710	8	8		
10 Fremantle ... ..	325	181	191	421	417	7,249	17	17		
11 Geraldton ... ..	41	36	36	17	17	278	16	16		
12 Gingin ... ..	13	9	9	38	38	341	9	9		
13 Kalgoorlie ... ..	188	147	154	330	330	5,735	17	17		
14 Katanning ... ..	17	16	16	27	27	374	14	14		
15 Leederville ... ..	231	144	151	344	344	5,673	17	17		
16 Midland Junction ... ..	170	114	105	233	233	3,871	17	17		
17 Mornington Mill ... ..	15	10	9	44	44	339	8	8		
18 Narrogin ... ..	26	20	21	38	38	714	19	19		
19 Newcastle ... ..	18	12	12	41	41	418	10	10		
20 Northam ... ..	90	49	59	153	153	2,027	13	13		
21 Perth No. 1. ... ..	307	181	186	417	417	7,323	18	18		
22 Perth No. 2. ... ..	292	181	184	416	416	7,058	17	17		
23 Picton ... ..	15	7	7	44	44	288	7	7		
24 Pinjarra ... ..	16	14	15	78	78	987	13	13		
25 Wagin ... ..	19	12	13	43	43	485	11	11		
Totals, 1905 ... ..	2,463	1,555	1,614	...	3,772	60,001	346	...		
Totals, 1904 ... ..	2,291	1,441	1,479	...	3,473	52,829	410*	...		
GIRLS' CLASSES.										
Cookery—										
Albany ... ..	68	10	29	101	101	1,136	10	10	Opened July.             Opened January.	
Boulder ... ..	163	53	70	190	190	2,246	12	12		
Claremont ... ..	201	86	81	251	251	2,694	11	11		
Fremantle ... ..	247	118	109	300	300	3,121	10	10		
Kalgoorlie ... ..	118	51	52	191	191	1,954	10	10		
Leederville ... ..	136	53	62	182	182	2,211	12	12		
Perth ... ..	371	167	159	394	394	5,478	14	14		
Total, 1905 ... ..	1,304	538	562	...	1,609	18,810	79	...		
Total, 1904 ... ..	946	391	503	...	1,405	16,062	138	...		
Laundry—										
Albany ... ..	35	29	31	66	66	589	9	9		
Fremantle ... ..	235	111	102	347	347	3,214	9	9		
Leederville ... ..	115	63	52	172	172	1,538	9	9		
Perth ... ..	207	124	90	265	265	2,898	11	11		
Total, 1905 ... ..	592	327	275	...	850	8,239	38	...		
Total, 1904 ... ..	183	98	96	...	221	2,154	29	...		
Housewifery—										
Perth, 1905 ... ..	65	51	55	...	91	891	10	10	Closed 30th Sept.	
Total, 1904 ... ..	66	55	58	...	94	925	10	10		
Grand Total, Boys and Girls, 1905 ... ..										
	4,424	2,471	2,506	...	6,322	87,941	473	...		
Do. 1904 ... ..										
	3,486	1,985	2,138	...	5,193	71,970	*587	...		

\* Average attendance per day.

## EVENING SCHOOLS.

At the end of 1904 there were five in operation. The classes at Jarrahdale No. 6 were not reopened. Classes were opened at Bunbury and Northam in May. There were thus seven in operation at the end of the year.

	Staff last School Week.					Number of Distinct Pupils on Roll Last School Week.			Average enrolment of Distinct Pupils for the Year.	Average attendance for the Year.	Amount received in fees during the Year.		
	Head Teachers.		Assistants.		Total.	M.	F.	Total.					
	M.	F.	M.	F.									
Perth ... ..	1	...	5	2	8	90	25	115	107	†	£	s.	d.
Fremantle * ... ..	...	...	3	3	6	43	33	76	71	†	120	8	9
Bunbury ... ..	1	...	3	1	5	48	12	60	57	†	34	17	6
Kalgoorlie * ... ..	1	...	3	3	7	36	17	53	46	†	127	14	0
Northam ... ..	1	...	...	...	1	17	6	23	25	†	21	5	9
Midland Junction Manual Training ... ..	1	...	...	...	1	8	...	8	6	5	...	...	...
Fremantle Manual Training ... ..	1	...	...	...	1	9	...	9	7	5	...	...	...
Result for Year ... ..	6	...	14	9	29	251	93	344	321	...	...	...	...

\* These classes are under the direction and control of a local committee, who receive from the Department a £ for £ subsidy on all fees received. † The average attendance of individual pupils is not ascertained.

## Perth Evening Classes.

Subjects.	Number of Students on Roll last School Day.			Average weekly Enrol- ment for Year.	Average Attend- ance for Year.	Remarks.
	Males.	Females.	Total.			
ELEMENTARY—						
Arithmetic ... ..	37	4	41	37	29	
Composition ... ..	34	4	38	35	29	
English ... ..	38	4	42	37	29	
History ... ..	33	4	37	33	27	
Writing and Dictation ... ..	34	4	38	35	28	
Mensuration ... ..	38	2	40	36	29	
Geography ... ..	38	4	42	36	29	
ADVANCED OR SPECIAL—						
Algebra ... ..	8	...	8	7	6	
Euclid ... ..	5	...	5	5	4	
Arithmetic ... ..	5	...	5	7	5	
Latin ... ..	4	...	4	5	4	
English ... ..	5	...	5	6	5	
Geography ... ..	4	...	4	4	3	
French ... ..	3	...	3	2	2	
Book-keeping ... ..	5	...	5	8	6	
Shorthand ... ..	22	2	24	25	19	
Dress-cutting ... ..	...	14	14	15	13	
Cookery ... ..	...	2	2	4	3	
Woodwork ... ..	19	...	19	17	14	

## Fremantle Technical and Evening Classes.

Subject.	Number of Students on Roll last School Day.			Average weekly Enrolment for Year.	Average Attendance for Year.	Remarks.
	Males.	Females.	Total.			
Art ... ..	...	2	2	5	4	Closed October.
Book-keeping ... ..	5	1	6	5	4	
Drawing ... ..	2	2	4	5	4	
Dress-cutting ... ..	...	12	12	10	10	
Elementary ... ..	16	...	16	18	11	Open second term only.
Elementary (Girls) ... ..	...	10	10	8	7	
French ... ..	1	3	4	5	4	
German ... ..	1	1	2	3	3	
Shorthand ... ..	20	...	20	19	17	First and second terms only.
Shorthand ... ..	...	14	14	11	11	

*Kalgoorlie Evening School.*

Subject.	Number of Students on Roll last School Day.			Average weekly Enrol- ment for Year.	Average Attend- ance for Year.	Remarks.
	Males.	Females.	Total.			
Advanced ... ..	5	2	7	11	8	
Elementary ... ..	9	2	11	12	9	
Book-keeping ... ..	10	...	10	8	6	
French ... ..	3	3	6	6	5	
Shorthand ... ..	9	1	10	9	8	
Dresscutting, "A" ... ..	...	3	3	5	4	
Do. "B" ... ..	...	6	6	6	5	

## TECHNICAL CLASSES.

## PERTH TECHNICAL SCHOOL.—STAFF.

F. B. ALLEN, M.A., B.Sc. ... ..	Director of Technical Education.
RALPH S. FLETCHER ... ..	Secretary.
FRED C. STOOKWELL, A.S.A.S.M. ... ..	Lecturer in Chemistry, Assaying, etc.
HARRY ADAMS ... ..	First Assistant
PHILIP ADAMS ... ..	Second Assistant
ARCHIE MACFARLANE ... ..	Cadet
J. BERNARD ALLEN, B.Sc. A.I.E.E. ... ..	Lecturer in Physics and Mathematics.
HERBERT J. CLUCAS, B.C.E. ... ..	First Assistant in Physical Laboratory.
I. H. BOAS, B.Sc. ... ..	Second Assistant and Instructor in Correspondence Mathematics.
CLARENCE HILL ... ..	Cadet in Physical Laboratory.
ORDE POWELL ... ..	Carpentry Instructor.
...	Assistant Carpentry Instructor.
HENRY STEPHEN ... ..	Blacksmithing Instructor.
J. W. R. LINTON ... ..	Art Instructor.
DAVID EDGAR ... ..	Assistant Art Instructor.
WILLIAM HOWITT ... ..	Wood-carving Instructor (Evening).
GEORGE STIRZAKER ... ..	Wood-carving Instructor (Day).
LOUI BENHAM ... ..	Art Needlework Instructor.
W. H. C. JAMES ... ..	Mechanical Drawing Instructor.
THOMAS BROOKS ... ..	Plumbing Instructor.
DAVID LESSELS ... ..	Fitting and Turning Instructor.
ALEX. DORFEL ... ..	Instructor in Practical Plane and Solid Geometry.
EDWARD MAYHEW, F.L.S. ... ..	Lecturer in Materia Medica and Botany.
ORIEL F. GRATTAN ... ..	Photography Instructor.
HERBERT LONGBOTTOM ... ..	Pattern-making Instructor.
ALEX. C. BUTCHER ... ..	Engine-driving Instructor.
CHAS. T. WICKHAM ... ..	Instructor in Practical Plane and Solid Geometry and Mechanical Drawing (Midland Junction).
(To be appointed) ... ..	Lecturer in Mechanical Engineering and Surveying.

"A."

*Perth Technical.*

Subject.	Number of Students last School-day.			Average Enrol- ment for Year.	Average Attend- ance for Year.	Remarks.
	Males.	Females.	Total.			
Art Needlework ... ..	...	4	4	3	3	
Art (Elementary) ... ..	3	4	7	10	8	
Art (Advanced) ... ..	6	9	15	12	10	
Art (Day) ... ..	...	13	13	17	6	
Assaying (First Year) ... Morning ...	1	...	1	2	1	
... Afternoon ...	1	...	1	1	1	
... Evening ...	2	...	2	4	3	
Arithmetic and Mensuration ... ..	11	...	11	11	9	
Blacksmithing ... ..	5	...	5	5	4	
Carpentry ... ..	12	...	12	21	14	
Carpentry, High School ... ..	8	...	8	8	7	
Chemistry (First Year) ... Morning ...	3	...	3	3	2	
... Afternoon ...	12	...	12	10	5	
... Evening ...	18	...	18	23	17	
Chemistry, Secondary Schools ... ..	10	...	10	35	28	
Chemistry (Second Year) ... Morning ...	1	...	1	1	...	
... Afternoon ...	1	...	1	2	2	
... Evening ...	3	...	3	3	2	
Chemistry, Training College ... ..	10	...	10	10	10	
Engine-driving ... ..	4	...	4	8	5	
Fitting and Turning ... ..	15	...	15	15	9	
Geology ... ..	2	...	2	3	3	
Geometry, P. P. and S. ... ..	27	...	27	24	10	
Mathematics (Elementary) ... ..	6	...	6	8	6	
Mathematics (Applied) ... Afternoon ...	1	...	1	1	1	
Mathematics (Preparatory) ... Morning ...	8	...	8	6	5	
... Evening ...	19	...	19	29	20	
Mathematics (First Year) ... ..	6	...	6	11	9	
Mathematics (Second Year) ... ..	1	...	1	1	1	
Mechanical Drawing ... ..	19	...	19	21	16	
Mechanics (Applied, First Year) ... ..	2	...	2	2	2	
Mechanics (Elementary) ... ..	1	...	1	2	2	
Metallurgy (First Year) ... ..	1	...	1	1	1	
Mineralogy (First Year) ... ..	1	...	1	1	1	
Pattern-making ... ..	1	...	1	1	1	
Pharmacy ... ..	6	...	6	3	3	
Plumbing ... ..	21	...	21	21	13	
Photography ... ..	4	...	4	6	5	
Photography (Process) ... ..	4	...	4	3	3	
Physics (First Year) ... Morning ...	5	...	5	5	4	
... Evening ...	6	...	6	6	5	
Physics (Training College) ... ..	4	...	4	4	4	
Physics (Second Year) ... ..	1	...	1	1	1	
Physics (Secondary Schools) ... ..	5	...	5	25	23	
Woodcarving ... .. Day ...	1	6	7	6	5	
... Evening ...	4	5	9	11	9	

*Coolgardie Technical.*

Assaying (First Year) ... Morning ...	1	...	1	1	1
... Evening ...	3	...	3	3	2
Chemistry (First Year) ... Morning ...	1	...	1	1	1
... Evening ...	5	...	5	5	4
Geology (First Year) ... Evening ...	1	...	1	1	1
Mathematics (Elementary) ... ..	3	1	4	4	3
Mathematics (Preparatory) ... Morning ...	1	1	2	2	2
... Evening ...	3	...	3	4	3
Mathematics (First Year) ... Evening ...	1	...	1	2	1
Mathematics (Second Year) ... Evening ...	1	...	1	1	...
Mineralogy (First Year) ... Evening ...	2	...	2	1	1
Physics (First Year) ... Morning ...	1	...	1	1	1
... Evening ...	1	...	1	2	2
Woodworking ... .. Evening ...	4	...	4	5	4
Ordinary * ... .. Evening ...	14	2	16	14	10

\* Five subjects in all.

*Boulder Technical.*

Elementary (First Year) ... ..	5	2	7	8	5	
Elementary (Second Year) ... ..	5	...	5	5	3	
Book-keeping ... ..	7	...	7	6	5	
Dresscutting ... ..	...	3	3	4	3	
Mathematics (Preparatory) ... ..	10	1	11	11	8	
Mechanical Drawing ... ..	9	...	9	8	6	
Physics ... ..	1	...	1	1	1	
Shorthand ... ..	6	2	8	7	5	
Woodwork ... ..	5	...	5	4	4	First term only.



Subject.	Number of Students last School Day.			Average Enrol- ment for Year.	Average Attend- ance for Year.	Remarks.
	Males.	Females.	Total.			
<i>Bonnievale.</i>						
Preparatory Mathematics ... ..	5	...	5	5	5	
Ordinary Subjects * ... ..	3	...	3	6	5	
* Five subjects in all.						
<i>Midland Junction.</i>						
Mechanical Drawing... ..	2	...	2	4	4	
P.P. and S. Geometry (First Year) ... ..	10	...	10	9	7	
Preparatory Mathematics ... ..	11	...	11	11	9	
<i>Fremantle.</i>						
Chemistry (First Year) ... ..	1	...	1	2	1	
Plumbing ... ..	17	...	17	17	9	
Wood-carving ... ..	...	5	5	8	6	

## " B "

			Number of Individual Students during term.			Number of Lecturers or Instructors.	Number of Subjects taught.	Number of Weeks open.	Fees received.	Total Number of Students in all Classes during each term.		
			Males.	Females.	Total.					Males.	Females.	Total.
Perth.												
First Term...	...	...	258	40	298	27	53	10	£ 365 18 4	402	45	447
Second "	...	...	251	39	290	27	53	10	152 19 10	443	45	488
Third "	...	...	277	37	314	28	53	10	137 7 6	388	41	429
Fourth "	...	...	229	34	263	28	53	10	94 10 0	267	41	308
Boulder.												
First Term...	...	...	42	10	52	9	8	13	44 4 11	43	10	53
Second "	...	...	49	7	56	9	8	13	35 11 9	50	7	57
Third "	...	...	47	8	55	9	8	13	33 2 6	49	8	57
Coolgardie.												
First Term..	...	...	30	2	32	4	13	13	53 0 7	44	3	47
Second "	...	...	33	2	35	5	14	13	23 5 10	48	4	52
Third "	...	...	28	2	30	4	13	13	20 10 8	41	4	45
Bonnievale.												
First Term...	...	...	10	...	10	1	13	6	6 12 0	10	...	10
Second "	...	...	7	...	7	1	13	6	4 4 0	9	...	9
Third "	...	...	8	...	8	1	13	5	4 4 0	9	...	9
Fremantle.												
First Term	...	...	5	8	13	2	2	9	8 0 6	5	8	13
Second "	...	...	22	8	30	3	3	10	16 19 3	22	8	30
Third "	...	...	18	5	23	3	3	10	12 0 6	18	5	23
Midland Junction.												
First Term	...	...	21	...	21	2	3	10	13 4 0	23	...	23
Second "	...	...	25	...	25	2	3	10	9 10 6	26	...	26
Third "	...	...	28	...	15	2	3	10	7 19 0	28	...	28
Fourth "	...	...	23	...	23	2	3	10	8 14 6	23	...	23

*Technical and Evening Schools.—Return showing Ages of individual Students on Roll at end of Year.*

	MALES.			FEMALES.			BOTH SEXES.			Total.
	Under 18.	18 to 21.	Over 21.	Under 18.	18 to 21.	Over 21.	Under 21.	18 to 21.	Over 21.	
Perth Technical ... ..	84	83	62	7	6	21	91	89	83	263
Perth Evening ... ..	50	25	15	5	7	13	55	32	28	115
Fremantle Technical ... ..	4	6	8	...	...	5	4	6	13	23
Fremantle Evening ... ..	30	11	2	21	6	6	51	17	8	76
Coolgardie Technical ... ..	10	13	5	2	...	...	12	13	5	30
Bonnievale „ ... ..	1	4	3	...	...	...	1	4	3	8
Midland Junction Technical ... ..	12	10	1	...	...	...	12	10	1	23
Boulder Technical ... ..	22	13	12	3	5	...	25	18	12	55
Kalgoorlie Evening ... ..	12	16	8	8	5	4	20	21	12	53
Bunbury „ ... ..	21	1	18	2	5	5	31	6	23	60
Northam „ ... ..	14	1	2	3	3	...	17	4	2	23
Midland Junction Manual Training ... ..	2	2	4	...	...	...	2	2	4	8
Fremantle Manual Training ... ..	1	...	8	...	...	...	1	...	8	9
	271	185	148	51	37	54	322	222	202	746

## GOVERNMENT EXHIBITIONS.

These were first instituted in 1897, when, on 1st July, regulations were gazetted offering eight, of the value of £25 each, for competition among candidates of either sex, between the ages of 14 and 18 years, who had resided in the State for at least two years. In 1898 the regulations governing these Exhibitions were altered. Five Senior Exhibitions, of the value of £25 each, and Five Junior, of the value of £15 each, were offered, subject to the same condition as to residence. In this year there was also an alteration in the mode of setting and examining papers. The results of the Adelaide University Junior and Senior Examinations were to decide the winners of the Junior and Senior Exhibitions respectively. In 1900 there was added to the other Exhibitions a University Exhibition of the value of £150 a year, tenable for three years, to be held at any recognised University in the British Empire. The competition for this is restricted to boys under 19 years of age who have completed three years' residence in the State. The award is made on the combined results of the Adelaide University Senior and Higher Public Examinations, but no marks are counted for any subject unless 45 per cent. of the maximum obtainable for that subject is obtained.

In 1901 the method of awarding Senior Exhibitions was brought into consonance with that for the University Exhibition, and for the Junior Exhibitions it was also decided to fix 45 per cent. as the minimum to be obtained in any subject, in order that the marks may count towards the Exhibition.

In 1904 the number of Junior Exhibitions was increased from five to eight.

In 1905 the number of University Exhibitions was increased from one to two.

The following list shows the winners of these Exhibitions in 1905 :—

## UNIVERSITY EXHIBITIONS.

Charles L. Riley ... .. High School, Perth  
George G. Campbell ... .. Scotch College, Claremont

## SENIOR EXHIBITIONS.

Angus S. Ferguson ... .. Christian Brothers' College, Perth  
Richard S. Tucker ... .. Scotch College, Claremont  
Alexander P. Turnbull ... .. High School, Perth  
Horace N. Walker ... .. High School, Perth  
Malcolm McCollum ... .. Scotch College, Claremont

## JUNIOR EXHIBITIONS.

Rolfe W. Pike ... .. Government Boys' School, James Street, Perth  
Lawrence J. McDowall ... .. Christian Brothers' College, Perth  
Roy T. Murray ... .. Christian Brothers' College, Perth  
Evelyn Geary ... .. Government School, Claremont  
George S. Marshall ... .. Government School, Claremont  
Thomas A. Davy ... .. High School, Perth  
Edward A. Murray ... .. High School, Perth  
James O. Gemmell ... .. High School, Perth

The following table shows the results for the past nine years :—

Year.	University Exhibition.		Senior Exhibitions.		Junior Exhibitions.		Total Exhibitions.	
	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of individual Competitors.
1897 ... ..	...	...	...	...	...	...	8	16
1898 ... ..	...	...	5	5	5	8	10	13
1899 ... ..	...	...	5	6	5	21	10	27
1900 ... ..	1	*6	4	4	5	20	10	26
1901 ... ..	1	*6	5	9	5	16	11	27
1902 ... ..	1	†4	4	9	7	26	12	35
1903 ... ..	1	‡13	5	13	5	23	11	38
1904 ... ..	1	§11	5	21	8	40	14	62
1905 ... ..	2	11	5	30	8	56	15	90
	7	51	38	97	48	210	101	334

\* Four of these also competed for Senior Exhibitions, and are included under that heading.

† All these also competed for Senior Exhibitions, and are included under that heading.

‡ Eleven of these also competed for Senior Exhibitions, and are included there.

§ Ten of these also competed for Senior Exhibitions, and are included there.

|| Seven of these also competed for Senior Exhibitions, and are included there.

## THE RHODES' SCHOLARSHIPS.

These scholarships are worth £300 a year each for a three years' course at Oxford. Australia receives eighteen of the scholarships, one student to be selected from each State of the Commonwealth every year.

The second Western Australian scholar was elected at the beginning of the year, the successful candidate being Prescott Henry Harper, a pupil from the Guildford Grammar School, who is now studying at Oxford.

The selection committee for this State consists of His Excellency the Governor (in his private capacity), the Chief Justice, and the Inspector General of Schools.

## EFFICIENT PRIVATE SCHOOLS.

The following is a list of the private schools in the State which have been gazetted during 1905. These are not examined on the same basis as Government Schools, and are only declared efficient for the purpose of the Act in reading, writing, arithmetic, spelling, and geography :—

Albany	...	...	...	Otto Berliner
Do.	...	...	...	St. Joseph's Convent High School
Do.	...	...	...	St. Joseph's Convent Primary School
Beaconsfield	...	...	...	Sacred Heart Convent School
Boulder	...	...	...	All Hallows Convent School
Brown Hill	...	...	...	St. Brigid's Convent School
Bunbury	...	...	...	St. Joseph's Convent School
Do. South	...	...	...	Misses Hanson, Girls' High School
Do. do.	...	...	...	St. Mary's Convent
Busselton	...	...	...	Sacred Heart Convent
Claremont	...	...	...	Loretto Convent, Osborne
Do.	...	...	...	†Scotch College
Do.	...	...	...	Girls' High School (Miss Parnell)
Collie	...	...	...	Presentation Convent School
Coolgardie	...	...	...	Miss A. B. Robinson, Forrest Street
Do.	...	...	...	St. Mary's Convent School
Cottesloe	...	...	...	High School (Miss Nisbet)
Cue	...	...	...	Dominican Convent
Day Dawn	...	...	...	Dominican Convent
Dongara	...	...	...	Dominican College
Fremantle	...	...	...	Ladies' College, and Boys' Intermediate School (Misses Bird)
Do.	...	...	...	Miss Cragg's School, Temperance Hall
Do.	...	...	...	St. Joseph's Convent School
Do.	...	...	...	St. Joseph's Convent Infants' School
Do.	...	...	...	St. Patrick's School (Boys')
Do.	...	...	...	Christian Brothers' High School
Do. East	...	...	...	Miss Lucy Allen's School, Richmond
Do.	...	...	...	Sacred Heart Convent High School
Do. North	...	...	...	St. Anne's Convent School
Geraldton	...	...	...	Presentation Convent School
Do.	...	...	...	Presentation Convent High School
Greenough	...	...	...	Presentation Convent School
Do. Black Flats	...	...	...	Presentation Convent School, St. John's
Do. North B.F.	...	...	...	Presentation Convent School, St. Thomas's
Guildford	...	...	...	†Grammar School
Do.	...	...	...	St. Mary's Convent School, Woodbridge
Gwalia	...	...	...	Dominican Convent
Highgate	...	...	...	Sacred Heart Convent Primary School
Do.	...	...	...	†Sacred Heart Convent High School
Kalgoorlie	...	...	...	St. Mary's Convent School
Do.	...	...	...	Miss Watson's School
Kamballie	...	...	...	St. Joseph's Convent School
Kanowna	...	...	...	St. Patrick's R.C. School
Lawlers	...	...	...	Presentation Convent
Leederville	...	...	...	"Arranmore" Convent School
Menzies	...	...	...	St. Columba's Convent School
Midland Junction	...	...	...	St. Brigid's Convent School
Newcastle	...	...	...	Sisters of Mercy Convent School
Northam	...	...	...	St. Joseph's Convent School
Do.	...	...	...	Miss Carlton's School
Do.	...	...	...	St. Anthony's Convent
Northampton	...	...	...	Presentation Convent
Perth	...	...	...	Christian Brothers' School (St. Patrick's)
Do.	...	...	...	Loretto Convent, Adelaide Terrace
Do.	...	...	...	Mrs. Jones' School, Mount Street
Do.	...	...	...	†Miss Best's High School for Girls
Do.	...	...	...	†Boys' High School (a)
Do.	...	...	...	†Christian Brothers' College
Do.	...	...	...	Lemyn Ladies' College (Miss Thursfield)
Do.	...	...	...	Miss Palmer's School, Beaufort Street
Do.	...	...	...	Wicklyffe Ladies College (Misses Carroll)
Do.	...	...	...	Ladies' College, Havelock Street (Misses Tyndall and Hill)
Do.	...	...	...	St. Joseph's Convent (Girls')
Do.	...	...	...	St. Joseph's Convent (Infants')
Do.	...	...	...	Ladies' College (Convent), Victoria Square
Do.	...	...	...	Miss Messer's College, Mount Street
Do.	...	...	...	Perth College, Colin Street (Sisters of the Church)
Do.	...	...	...	Protestant School (Evangelical Lutheran), 191 Fitzgerald Street
Perth, West	...	...	...	St. Brigid's Convent
Do.	...	...	...	St. Brigid's Convent (Infants')
Do.	...	...	...	St. Brigid's Ladies' College
Roebourne	...	...	...	Presentation Convent School
Subiaco	...	...	...	Convent School (St. John of God)
Trafalgar	...	...	...	St. Brigid's Convent of Mercy
Victoria Park	...	...	...	St. Joachim's Convent School
York	...	...	...	St. Patrick's Convent School
Do.	...	...	...	St. Patrick's Convent High School
Do.	...	...	...	Girls' High School (Miss Jobson)

a This is partly a Government School, as it receives a Government subsidy, and is under the control of a Board nominated by the Governor in Council. † Schools at which secondary school scholarships may be held.

NOTE.—This list is not exhaustive, as there are other private "schools" where the number in attendance is below eight. These are not recognised by the Department as efficient schools, but the instruction imparted there may be deemed sufficient excuse for exemption from attendance at an Efficient School. In some other cases visits of inspection could not be paid before the end of the year.

# RELIGIOUS INSTRUCTION, 1905.

## A.—SPECIAL RELIGIOUS INSTRUCTION.

Return showing particulars of the Churches availing themselves of the provision of Section 18 of 57 Vict., No. XVI.

Churches.	Number of Schools visited.	Number of visits made.	Total Number in Average Attendance.	Number withdrawn in accordance with parents written request.
Church of England ... ..	157	3,661	6,400	24
Methodist ... ..	67	1,568	3,341	...
Presbyterian ... ..	30	885	937	...
Congregational ... ..	23	631	554	...
Baptist ... ..	19	435	370	...
Roman Catholic ... ..	15	32	137	...
Church of Christ ... ..	2	46	111	...
		7,208	11,850	24

\* Special religious instruction has been given in 178 distinct schools.

## B.—GENERAL RELIGIOUS INSTRUCTION.

This instruction, which excludes dogmatic or polemical theology, is given in all schools. The number of children withdrawn from it, in accordance with the written request of parents, amounted to 1,216, made up as follows:—

Roman Catholic ... ..	1038	Christian Israelites ... ..	17	Presbyterian ... ..	3
Hebrew ... ..	60	Seventh Day Adventists ... ..	16	Baptist ... ..	3
No denomination ... ..	34	Methodist ... ..	10	Lutheran ... ..	2
Church of England ... ..	28	Congregational ... ..	4	Christadelphian ... ..	1

## COMMITTEES OF SCHOOL MANAGEMENT.

Return showing number of meetings held and the attendances made by members during 1905:—

	Number of Meetings held.	Number of Attendances made.		Number of Meetings held.	Number of Attendances made.
Armada ... ..	...	...	Melbourne ... ..	...	...
Blackwood ... ..	...	...	Murray ... ..	3	14
Boulder ... ..	9	53	Malcolm ... ..	10	35
Broomhill ... ..	5	17	Menzies ... ..	6	20
Beverley ... ..	Nil	Nil	Mourambine ... ..	4	16
Brookton and Westbrook ... ..	3	12	Mulwarrie ... ..	...	...
Bulong ... ..	Nil	Nil	Mt. Morgans ... ..	...	...
Coolgardie ... ..	9	44	Norseman ... ..	1	3
Davyhurst ... ..	...	...	Narrogin ... ..	12	62
Donnybrook ... ..	...	...	Northampton ... ..	...	...
Fremantle, North ... ..	...	...	Plantagenet ... ..	...	...
Fremantle ... ..	7	36	Perth, South ... ..	...	...
Fremantle Evening Classes ... ..	8	34	Peak Hill ... ..	...	...
Geraldton ... ..	3	12	Ravensthorpe ... ..	...	...
Gascoyne ... ..	2	7	Roebourne ... ..	2	8
Gingin ... ..	...	...	Sharks Bay ... ..	...	...
Greenough ... ..	4	15	Southern Cross ... ..	3	8
Irwin ... ..	Nil	Nil	Swan ... ..	3	11
Jarrahdale ... ..	...	...	Vasse ... ..	Nil	Nil
Kalgoorlie ... ..	11	44	Wiluna ... ..	2	6
Kanowna ... ..	...	...	Williams ... ..	4	9
Katanning ... ..	...	...	Wellington ... ..	...	...
Karridale ... ..	...	...	Wagin ... ..	...	...
Kookynie ... ..	...	...	York ... ..	...	...
Laverton ... ..	3	9	Yundamindera ... ..	...	...
Leonora ... ..	Nil	Nil		...	...

## ACCOMMODATION.

At the close of 1905, in the Government school buildings in use, 80,258 "places" were provided, and in buildings not the property of the Department, 3,440.

For 1904 the numbers were 26,933 and 2,948 respectively.

The following are the particulars of the new accommodation provided in 1905 :—

*New School Buildings.*

Place.	Present Accommodation.	Remarks.
Aldinga ... ..	30	New School
Australind ... ..	30	Replacing hired building
Alma ... ..	30	New School
Balcatta ... ..	30	Do.
Bardoc ... ..	50	Re-opened
Boulder, West ... ..	150	New School
Claremont, Practising ... ..	135	Do.
Do. North ... ..	120	Do.
Cossack ... ..	35	Re-opened
Cunjardine ... ..	30	New School
Dale River ... ..	30	Do.
Dumbleyung ... ..	30	Do.
Elsternwick ... ..	30	Do.
Glenlynn ... ..	35	Replacing private building
Ewlyamartup ... ..	30	New School
Hamel ... ..	50	Do.
Jolimont ... ..	50	Do.
Kurrawang ... ..	50	Do.
Muchea ... ..	30	Do.
Mt. Hardy ... ..	30	Do.
Mt. Sir Samuel ... ..	35	Replacing hired building
Nannup ... ..	30	Do.
Narrogin ... ..	150	Replacing old building
Nigalup ... ..	30	New School
Norwood ... ..	150	Do.
Popanyinning ... ..	30	Do.
Roleystone ... ..	20	Do.
Swan, Upper ... ..	30	Do.
Tambellup ... ..	25	Do.
Torbay Junction ... ..	35	Do.
Rudd's Gully ... ..	30	Re-opened
Wooroloo ... ..	30	Replacing old building
Woolwolling ... ..	30	Do.
York Infants' ... ..	95	Old building (not used for some years)
Leederville Infants' ... ..	100	Re-opened
Wardering Spring ... ..	30	New School
Total ... ..	1,855	

*Additions and Alterations to existing Buildings.*

Schools.	Places.	Remarks.
Boulder South ... ..	100	
Bunbury ... ..	50	
Bellevue ... ..	50	
Bayswater ... ..	50	
Brown Hill ... ..	50	
Beechboro' ... ..	20	
Chidlow's Well ... ..	20	
Claremont Infants' ... ..	50	
Cue ... ..	50	
Day Dawn ... ..	50	
Heidelberg ... ..	20	
Kalamunnda ... ..	25	
Kalgoorlie Senior ... ..	50	
Do. Infants' ... ..	50	
Do. North ... ..	50	
Do. South ... ..	50	
Katanning ... ..	50	
Lennonville ... ..	25	
Maylands ... ..	75	
Meckering ... ..	50	
Midland Junction ... ..	50	
Moora ... ..	20	
Perth Infants' ... ..	150	
Do. East Infants' ... ..	50	
Do. North ... ..	50	
Do. West (Thomas Street) ... ..	100	
Subiaco ... ..	50	
Do. Infants' ... ..	100	
Southern Cross ... ..	50	
Victoria Park ... ..	75	
Total ... ..	1,630	

## BUILDINGS NOT BELONGING TO THE DEPARTMENT.

Place.	Accommoda- tion.	Remarks.
Applecross ... ..	25	Rented building
Augusta ... ..	20	Do.
Boogardie ... ..	35	Do.
Bibra Lake ... ..	45	Do. (reopened)
Clifton ... ..	30	Rented building
Derby ... ..	75	Do.
Freshfield ... ..	10	Private house
Gilgering ... ..	25	Rented building
Goanell's ... ..	80	Do.
Hotham ... ..	14	Erected by settlers
Kellerberrin ... ..	75	Rented building
Marradong ... ..	15	Erected by settlers
Murrin Murrin ... ..	23	Rented building
Mornington Mill... ..	75	Extra class-room
Nunyle ... ..	80	Agricultural Hall
Onslow ... ..	55	Rented building (reopened)
Quindanning ... ..	35	Do. do.
Rose Hill ... ..	15	Private house
Torbay ... ..	20	Rented building (reopened)
Tuckanarra ... ..	55	Do.
Wainering ... ..	25	Erected by settlers
Woodlupine ... ..	45	Rented building
Yalingup ... ..	22	Private house
Yenalin ... ..	15	Erected by settlers
Total ... ..	914	

*Report of Mr. J. P. Walton, Chief Inspector of Schools, 1905.*

I beg to submit my Report for the year 1905. During the year I was absent from the State from March to September. This gave me the opportunity, after fifteen years' absence, of revisiting the Old Country and of studying some of the recent developments in education systems, not only in England, but in America and Switzerland.

I wish to place on record my sincere thanks to each and all the members of the Inspectorial Staff for their kindness in making my holiday possible by taking upon themselves much of my work in addition to their own already arduous duties.

The rearrangement in the Inspectorial Districts, necessitated by the rapid growth in the educational system of the State, reduced the number of schools under my direct supervision to fifteen (15), situated in the Metropolis and in the suburb of Claremont, and set me free to devote more of my time to departmental work. The time at my disposal not required by these is to be devoted to supervising the classes for Manual Training and Household Management, the Evening Schools, the Orphanages and Industrial Schools, and to visiting State Schools in the different Inspectorial Districts.

My report, so far as the schools are concerned, deals with the following :—

Fifteen schools in the Metropolis and in Claremont.  
Twenty-five Manual Training Schools and Classes (Boys).  
Twelve Household Management Schools and Classes (Girls).  
Twelve Orphanages and Industrial Schools.  
One Evening School.

**STATE SCHOOLS.**

Of the 15 schools in my district, three were opened during the year, viz. :—

Norwood, in May.  
Claremont (Practising), in July.  
Claremont, North, in September.

The attendance at these schools was as follows :—

	Roll last School-day.			Average enrolment for year.	Average attendance for year.
	Boys.	Girls.	Total.		
Claremont District—4 Schools ...	421	370	791	843	726=86 %
Perth District—11 Schools ...	1,986	1,859	3,845	3,931	3,370=86 %
Totals ...	2,407	2,229	4,636	4,774	4,096=86 %

These schools were classified by attendance as under :—

Class I. (over 400) ...	...	...	...	...	...	4
Class II. (300 to 400) ...	...	...	...	...	...	2
Class III. (200 to 300) ...	...	...	...	...	...	3
Class IV. (100 to 200) ...	...	...	...	...	...	4
Class V. (50 to 100) ...	...	...	...	...	...	2
						15

Fourteen schools were inspected during the year.

The following are the schools which gained the marks "Excellent," "Very Good," and "Good":—

Excellent.	
Perth Boys'	Perth Infants'.
Very Good.	
East Perth.	
Good.	
Claremont, Highgate Infants',	East Perth Infants'.

Greater attention has been given during 1905 to instruction in the Higher Subjects, which have been technically known amongst us as Specific Subjects. The growth in this direction has been very substantial, the number of scholars receiving such instruction having increased from 1,798 in 1904 to 4,550 in 1905. This increase is partly due to the regulation making the inclusion of Algebra, Geometry, and Mensuration compulsory, in First and Second Class Schools, Standards V. to VII.

The specific subjects taught were :—

Algebra	...	...	...	...	1,763
Geometry	...	...	...	...	860
Mensuration	...	...	...	...	701
Euclid	...	...	...	...	482
French	...	...	...	...	283
Chemistry	...	...	...	...	133
Physiology	...	...	...	...	115
Shorthand	...	...	...	...	98
Latin	...	...	...	...	86
Domestic Economy	...	...	...	...	19
Book-keeping	...	...	...	...	5
Typewriting	...	...	...	...	5

4,550 as against 1,796 in 1904.

The success that has attended the scholars from our schools in the recent "Primary" Examination in connection with the Adelaide University is worthy of special notice. In these examinations our scholars were in competition with the pupils of South Australian Schools as well as with those attending other than State Schools in Western Australia, and no less than 102 were successful—an increase on last year of 35. Though, as might be expected, a few of the Metropolitan Schools supplied many of the successful candidates, yet all classes of schools added to the list. Twenty schools sent up competitors who succeeded in passing the test, and, as will be seen from the list below, every part of the State was represented.

Schools successful in "Primary" Examination :—

Perth Boys'	Cottesloe	Leederville, West	Albany
Perth Girls'	Perth, East	Gingin	Collie
Claremont	Fremantle Boys'	Thomas Street (Perth)	Geraldton
Highgate	Beaconsfield	Kalgoorlie	Norseman
Subiaco	Midland Junction	Kalgoorlie, North	Mount Morgans

In the "Junior" Examination, the curriculum of which is perhaps beyond the scope of an Elementary School, no fewer than 36 passed in five or more subjects, and are therefore entitled to receive the Junior Certificate awarded by the Adelaide University.

Among the 50 candidates who obtained General Honours in the Junior Examination, six (6) from our State Schools found a place.

Place on Honours List.	Name.	School.
*1st	Rolfe W. Pike	Perth Boys'
*9th	Geo. S. Marshall	Claremont
12th	F. G. Medcalfe	Claremont
*28th	Evelyn Geary	Claremont
42nd	{ Jeannie K. Galt	Claremont
	{ Geo. S. Compton	Perth Boys'

In the Special Honours List, the following Honours were gained :—

Arithmetic	...	...	...	...	11
Geography	...	...	...	...	8
Geometry	...	...	...	...	8
Algebra	...	...	...	...	6
English History	...	...	...	...	2
Latin	...	...	...	...	2
English Literature	...	...	...	...	1
French	...	...	...	...	1
Physiology	...	...	...	...	1

The three marked thus (\*) in the list above were awarded Junior Exhibitions offered by the West Australian Government, while Rolfe W. Pike gained first place both in the Adelaide University Examination and our Junior Exhibitions Examination.

In the 15 schools under my direct supervision there are employed :—

Head Teachers	...	...	...	...	15
Assistants—Male	...	...	...	...	26
Assistants—Female	...	...	...	...	54
Monitors—Male	...	...	...	...	4
Monitors—Female	...	...	...	...	22
Total	...	...	...	...	121

The head and assistant teachers are classified thus :—

"A" Classification	...	...	...	...	12
"B" Classification	...	...	...	...	39
"C" Classification	...	...	...	...	40
Unclassified	...	...	...	...	4
Total	...	...	...	...	95



## MANUAL TRAINING AND HOUSEHOLD MANAGEMENT CLASSES.

Owing to my long absence from the State, I was not able to inspect all of these classes and schools, yet sufficiently so to report that they continue to fill a very important place in the educational system of the State, and are carried on under the management of Mr. Hart, Miss Jordan, and their staff of assistants, with skill, energy, and success. I may be allowed to say that during my recent visit to America and Europe I visited many similar classes, and I can say without any reservation that our classes in woodwork and household management do not lose by comparison.

The numbers receiving instruction in such classes have increased as under:—

Woodwork (boys), 2,291 in 1904 to 2,463 in 1905.

Household Management (girls), 1,195 in 1904 to 1,961 in 1905.

Details of the attendance are given in the following lists:—

## WOODWORK CLASSES (BOYS).

Centre.	No. Attending.	Centre.	No. Attending.
Albany ... ..	77	Kalgoorlie ... ..	188
Armadale ... ..	14	Leederville ... ..	231
Boulder ... ..	248	Midland Junction ... ..	170
Bunbury ... ..	57	Mornington Mill ... ..	15
Claremont ... ..	129	Narrogin ... ..	26
Coolgardie ... ..	100	Newcastle ... ..	18
Day Dawn ... ..	23	Northam ... ..	90
Donnybrook ... ..	15	Perth No. 1 ... ..	307
Drakesbrook ... ..	17	Perth No. 2 ... ..	292
Fremantle ... ..	325	Picton ... ..	15
Geraldton ... ..	41	Pinjarra ... ..	16
Gingin ... ..	13	Wagin ... ..	19
Katanning ... ..	17		

Total, 2,463, as against 2,291 in 1904.

## HOUSEHOLD MANAGEMENT CLASSES (GIRLS).

New Laundry Classes were opened at Albany and Leederville.

Centre.	No. attending.	Centre.	No. attending.
<i>Cookery.</i>		<i>Laundry.</i>	
Albany ... ..	68	Albany ... ..	35
Boulder ... ..	163	Fremantle ... ..	235
Claremont ... ..	201	Leederville ... ..	115
Fremantle ... ..	247	Perth ... ..	207
Kalgoorlie ... ..	118		
Leederville ... ..	136	Total ... ..	592
Perth ... ..	371		
Total ... ..	1,304	<i>Housewifery.</i>	
		*Perth ... ..	65

\* Classes closed 30th June.

## INDUSTRIAL SCHOOLS AND ORPHANAGES.

These schools play a very important part in the educational system of the State. When we remember that over 500 children, who have been deprived by death or misfortune of the watchful care of parents, are receiving instruction and training in these institutions, their value to the State cannot be over-estimated. I am pleased to report that in nearly all such schools the education given is thoroughly efficient, and that in the few where it is somewhat below the standard the managers are doing their utmost to remedy all defects. The main cause of failure arises from a want of permanence in the teaching staff; the same suggestions and criticisms having to be repeated time after time without any appreciable advantage to the efficiency of the schools. I am glad to know that the managers concerned are striving to provide an efficient and permanent staff in each of their schools.

Schools visited.	Roll.	Examined.
Subiaco Industrial ... ..	33	28
Subiaco R.C. Orphanage (Girls') ... ..	92	87
Glendalough Industrial ... ..	51	43
Clontarf Orphanage ... ..	89	82
Perth Anglican Orphanage (Girls') ... ..	63	59
Swan Native and Half-caste Mission (Girls') ... ..	36	—
Swan Boys' Orphanage ... ..	85	81
Collie Salvation Army Industrial—		
Boys' No. 1 School ... ..	36	36
Boys' No. 2 School ... ..	32	30
Girls' ... ..	36	36
Redhill Industrial ... ..	9	9
Totals ... ..	562	491

These schools were classified on the results of the inspection as under:—

Excellent ... ..	1	Fair ... ..	3
Very Good ... ..	2	Weak ... ..	2
Very Fair ... ..	2		

The school gaining the mark "excellent" was the Subiaco Roman Catholic Girls' Orphanage, where the instruction is most efficient, and those marked "very good," the Clontarf Orphanage (Boys), and the Salvation Army Girls' School at Collie.

#### EXAMINATIONS OF TEACHERS.

##### Entrance Examinations.

Those applicants who do not possess any Teacher's Certificate from a recognised Education Department, or who have not passed an equivalent examination, are now required to take an elementary examination in the ordinary subjects of school instruction. These examinations resulted as follows:—

	No. of Applicants.	Passed.	Failed.	Absent from Examination.
February ... ..	17	8	6	3
March ... ..	4	4	...	...
April ... ..	7	3	4	...
May ... ..	1	1	...	...
June ... ..	4	3	1	...
July ... ..	2	...	2	...
August ... ..	6	4	1	1
October ... ..	9	6	1	2
November ... ..	3	1	2	...
December ... ..	9	6	3	...
Totals ... ..	62	36	20	6

#### TEACHERS' CERTIFICATES.

##### Examinations for Teachers' Certificates.

These were held in August. The alteration from December, the month in which these examinations have been previously held, was found more convenient.

The details of the examination will be seen in the tables below:—

Centre.	Presiding Officer.	Number Examined.				
		"C"		"B"	"A"	Total.
		Monitors.	Teachers.			
Perth ... ..	Inspectors McCollum and Clubb	12	23	16	15	66
Kalgoorlie ... ..	Inspector Robertson ... ..	...	6	2	2	10
Bunbury ... ..	Inspector Gamble ... ..	...	4	...	...	4
Albany ... ..	Inspector Klein ... ..	...	2	1	1	4
Totals for 1905 ... ..		12	35	19	18	84
		47				
Totals for 1904 Examination ... ..		25	45	8	14	92
		70				

In addition to the above, one teacher sat for one subject necessary to complete his "C" Classification, and one for the "B" took two subjects. For the "A" Certificate eight sat for the first part of the examination (Part I.), four for the second part (Part II.), and two for the whole of the examination, while four had to sit for subjects necessary to complete their certificates.

The number successful in passing the examination was as under:—

"C" Certificate ... ..	19 *
"B" Do. ... ..	8 †
"A" Do. ... ..	9 ‡
Total ... ..	36

\* Eleven subject to passing in one or two subjects.

† Three subject to passing in one or two subjects.

‡ Three in Part I., three in Part II., and three in Parts I. and II.

## MONITORS' EXAMINATION.

These were held on 6th, 7th, and 8th December, at the following Centres:—

Centre.	Presiding Officers.	Number examined.		Total.
		Juniors (Applicants).	Seniors.	
Perth ... ..	Chief Inspector ... ..	113	36	149
Kalgoorlie ... ..	Inspector McCollum ... ..	16	15	31
York ... ..	Inspector Klein ... ..	6	5	11
Bunbury ... ..	Inspector Gamble ... ..	8	2	10
Albany ... ..	Archdeacon Louch ... ..	7	1	8
Cue ... ..	Mr. W. E. Wray ... ..	4	4	8
Kookynie ... ..	Mr. A. Peers ... ..	4	3	7
Geraldton ... ..	Rev. A. J. Barclay ... ..	4	1	5
Norseman ... ..	Rev. D. Dundas ... ..	3	2	5
		165	69	234

Last year 150 (95 for Juniors and 55 for Seniors) sat for these examinations. The number this year (165 Juniors and 69 Seniors) shows a decided increase, principally in the applicants for the Junior Examination. The fact that so many of the best pupils in our schools are wishful to enter the teaching profession is certainly very gratifying, but that so few of them are boys suggests that the career is not sufficiently attractive. It will be a misfortune if such a condition of things continue, and it may be necessary to hold out some additional attraction, perhaps in the form of increased remuneration.

The value of the instruction given in the Upper Classes of our Schools, and to our Monitors in the Central Classes or in the Correspondence Class, will be seen in the increase in the percentage of passes. Compared with last year, when the percentage was 32, the 51 per cent. of successes gained in 1905 is a matter for congratulation.

The number of successful candidates was:—

Juniors—Number examined	...	...	...	165
Number successful	...	...	...	84
Seniors—Number examined	...	...	...	69
Number successful	...	...	...	36
Total examined	...	...	...	234
Total successful	...	...	...	120

This, compared with previous years, shows a decided improvement:—

	Number examined.	Number passed.	Percentage of passes.
1904	150	48	32
1905	234	120	51

I give below the names of the Monitors who gained the highest number of marks in their respective classes:—

*Juniors who took the whole of the examination—*

1st.—Annie V. Ribe, Cannington	...	...	80 per cent.
2nd.—Elsie Walton, Perth Girls'	...	...	78 "
3rd. { Stanley Meredith, Cookernup	...	...	77 "
{ Thomas Bone, Boulder Manual Training	...	...	77 "

*Juniors who passed the Adelaide Primary, and were permitted to omit subjects passed—*

1st.—Alan R. Morrison, Midland Junction	...	...	87 per cent.
2nd. { Roy Davis, Midland Junction	...	...	86 "
{ Gertrude Norman, Perth Girls'	...	...	86 "

*Seniors—*

1st.—Olive Berry, Perth Girls'	...	...	78 per cent.
2nd.—Eliza A. V. Gregory, York Senior	...	...	76 per cent.
3rd.—Annie R. Jones, Perth Infants'	...	...	75 per cent.

## SECONDARY SCHOOL SCHOLARSHIPS.

The examination for these Scholarships took place on November the 2nd and 3rd.

The Scholarships are open, on certain conditions of age and attendance at school, to all those scholars who have passed Standard V., and entitle the holders to Scholarships of the value of £50, tenable for four years.

Sixty-one candidates (61) entered, showing that much more interest was aroused than last year, when the number was only forty (40).

The following schools supplied candidates:—

Perth Boys'	Boulder	West Leederville
East Perth	Kalgoorlie	Maylands
Claremont	Victoria Park	Newcastle Street Boys'
Fremantle Boys'	Midland Junction	Waterous Mill
North Fremantle	Cannington	St. Joseph's Convent, Vic-
Beaconsfield	South Perth	toria Square, Perth
Worsley Mill	Albany	
Geraldton	Dongara	

Last year 16 schools took part in the contest, this year 21, a gratifying increase; but when we consider the value of the Scholarships, the number cannot be considered satisfactory.

Seven (7) Scholarships were awarded to the seven examinees who obtained more than 66 per cent. of the possible marks. They are as follow :—

Candidate.	School.	Percentage.
Edgar L. Bean ... ..	Kalgoorlie ... ..	79
Mary O. Stevens ... ..	Midland Junction ... ..	77
Arthur E. Selby ... ..	West Leederville ... ..	70
Robert Walker ... ..	Fremantle Boys' ... ..	70
Bufka Brown ... ..	Boulder ... ..	69
Charles Craig ... ..	Newcastle Street Boys' ... ..	67
Ernest Snowden ... ..	Geraldton ... ..	67

#### BURSARIES.

The examinations for these Bursaries of £10 each are held in March and September, and are open to Scholars who have passed Standard VII.

The following were the numbers of candidates :—

March Examination ... ..	74, as against 50 in 1904
September Examinations ... ..	14 " " 20 "
	88 70 Increase of 18.

The candidates came from the following Schools :—

#### March Examination.

Perth Boys' ... ..	12
Beaconsfield ... ..	11
Perth Girls' ... ..	8
Subiaco ... ..	7
Fremantle Boys' ... ..	5
Highgate ... ..	5
Midland Junction ... ..	5
East Perth ... ..	5
White Gum Valley ... ..	5
Leederville ... ..	4
Claremont ... ..	3
Plympton ... ..	3
Waterous Mill ... ..	1

#### September Examination.

Kalgoorlie ... ..	7
Geraldton ... ..	2
Boulder ... ..	1
Tipperary ... ..	1
Collie ... ..	1
Greenbushes ... ..	1
Cannington ... ..	1

Bursaries were awarded to those who gained 66 per cent. or more of the possible marks, as under :—

#### March Examination.

Order of Merit.	Candidate.	School.	Percentage.
1	Burrows, Murray F. G. ... ..	Perth Boys' ... ..	91
2	Simpson, Gwendolen ... ..	Perth Girls' ... ..	83
3	Murdock, Winifred ... ..	Subiaco ... ..	83
4	Compton, George S. ... ..	Perth Boys' ... ..	83
5	Manson, Myrtle A. ... ..	Perth Girls' ... ..	77
6	Box, Victor F. H. ... ..	Perth Boys' ... ..	76
7	Bellis, Wolfram ... ..	Perth Boys' ... ..	72
8	Morrison, Alan R. ... ..	Midland Junction ... ..	72
9	Cook, Hugh H. ... ..	Perth Boys' ... ..	72
10	Morgan, James H. ... ..	Beaconsfield ... ..	72
11	Johnstone, Robert A. ... ..	Plympton ... ..	71
12	White, Maude D. ... ..	Perth Girls' ... ..	71
13	Heaney, Gladys E. ... ..	Perth Girls' ... ..	71
14	Gibbons, Reginald J. ... ..	Highgate ... ..	70
15	Ruse, Thomas W. ... ..	Subiaco ... ..	70
16	Robb, Isabella J. ... ..	Subiaco ... ..	68
17	Walker, Archibald J. ... ..	Fremantle Boys' ... ..	68
18	Hood, Samuel J. ... ..	Highgate ... ..	67
19	Jamieson, Katherine ... ..	Midland Junction ... ..	66
20	Allen, George ... ..	Perth Boys' ... ..	66

*September Examination.*

Order of Merit.	Candidate.	School.	Percentage.
1	Higgs, Bertha ... ..	Boulder ... ..	68
2	Williams, Stanley ... ..	Greenbushes ... ..	67
3	Turrell, Amy ... ..	Kalgoorlie ... ..	66
4	Winzer, Drucie ... ..	Kalgoorlie ... ..	66
5	Aitken, Frank ... ..	Kalgoorlie ... ..	66

**PERTH EVENING CLASSES.**

The following figures will give an idea of the operations of the classes during the past year :—

Number of individual students at present time	...	...	116
Number on register of various classes	...	...	456
Number examined	...	...	329
Passed with credit	...	...	84
Passed	...	...	109
Failed	...	...	136
Number present at all during year	...	...	272

The following is a comparison of these figures with those of last year :—

	1904.	1905.
Number on roll	420	456
Average attendance	254	323
Number of individual students	142	116
Number of papers worked in examination	235	329
Passed with credit	69	84
Passed	107	109
Failed	55	136

The above results will show that the classes are in a more prosperous condition than in 1904. The number of passes, with credit and without, exceeds last year's, though the standard of the examination has been considerably raised.

Altogether I was favourably impressed with the condition of the school and the results of the work.

31st March, 1905.

J. P. WALTON.

*Report of Mr. J. H. McCollum, Inspector of Schools, 1905.*

SUB-METROPOLITAN AND SWAN DISTRICTS.

I have the honour to submit the following Report on the schools in the Sub-Metropolitan and Swan Districts:—

The addition to the inspectorial staff necessitated a rearrangement of the districts at the beginning of the year. I was transferred to the Sub-Metropolitan District, Mr. Gamble succeeding me in the South-West. Owing to the absence of the Chief Inspector during half the year on "long-service leave," a large amount of my time was occupied in carrying out his work in the office, and inspecting the schools in the Metropolitan District. The extra work was too heavy for the inspectors, and it was necessary to utilise the services of some of the head masters of the leading Metropolitan Schools for the work of inspection.

I have to thank Messrs. Gladman, Wheeler, Miles, McLintock, Shelton, and Parsons for their valuable assistance during the year.

The year just past was a transition year. All pupils were re-classified in January, and each class started with the first portion of the syllabus; thus all the children in the State in the same class were approximately working the same portion of the programme for that class at the same time. This has some advantages, in that a child moving from a school in one locality to another takes up the work where he left off; inspectors can also see from the programmes how much work has been covered at any given time, and can examine the class accordingly.

The present syllabus has been taught for some years, and it is now possible to see some of its defects as well as its merits. The slight alterations for 1906 should be a step in the right direction. While the work of the teachers and pupils is in some respects lightened, greater efficiency should be secured. The new method of inspection affords better opportunities of seeing the real life of the school, and of getting in closer touch with the teacher and his methods of teaching.

There were 48 schools in operation at the close of 1905.

New schools were opened at Woodlupine, Applecross, Gosnell's, Roleystone, Upper Swan, Jolimont, and Balcatta. Bibra Lake, which was closed for some years, was re-opened.

All the schools in operation during any part of the year were visited at least once, and 41 received a second visit. Incidental visits were made at various times to the leading schools.

I was unable to visit any private schools during the year.

BUILDINGS.

New buildings were erected at Upper Swan and Jolimont. Additions were made to the existing buildings at Beechboro', Bayswater, Subiaco, and Victoria Park; and it was decided further to increase the accommodation at Victoria Park and Subiaco Senior Schools.

ORGANISATION.

The improvement noted in my last report still continues. With the exception of a few small schools in the more isolated localities, the organisation is generally satisfactory. The grouping of standards has proved a distinct advantage to both teachers and children in the smaller schools. A word of warning may, however, be given with regard to the system of grouping in schools where three or more teachers are employed. In a few instances it was noticeable that children, whose attainments varied considerably, were often taught together in subjects in which effective grouping was impossible, and the result proved the folly of the attempt. As a general rule there is very little extra work involved in a teacher taking 50 or 60 children in an elementary school in two groups, and in practice it is found that, by a judicious division of such a class into two sections for some lessons, better effort and greater self reliance on the part of the children may be secured.

The quarterly examinations held by the Head Teachers are usually conducted with skill, and the results accurately recorded. These examinations are helpful to the class teachers and, to a great extent, set the standard of work throughout the school. If the examinations are thorough and conducted on broad lines the teaching will also be thorough; while on the other hand, if the examinations are haphazard and scrappy, the teaching may be expected to follow on similar lines, without any definite plan or aim.

In small schools where only one teacher is employed, it is often interesting to note his estimate of his own work. The recorded results are useful to the inspector as an index to the standard which the teacher sets up for himself. It is usually found that in good schools the standard of marking is high, and the teacher's estimate of the work corresponds almost exactly with the inspector's, while in poor and indifferent schools the teacher has an extravagantly high idea of his own work, and his marks at the examination tests are practically fictitious.

DISCIPLINE AND MORAL TONE.

The mechanical discipline is generally good in all the larger and many of the smaller schools. The advance in drill has doubtless contributed very largely towards the satisfactory aspect of the matter from this point of view.

The finer issues of tone and manners can only grow from the personal mental and moral touch of the teacher. Anything like rudeness, vulgarity, insubordination, or vice is extremely rare in school or school hours. Complaints are sometimes made of the conduct of school children outside school hours. The home influence in these cases seems to be a negative quantity. The teacher cannot always be on the spot, nor can he act as a policeman, but doubtless if any case of misconduct occurs in his presence he will, in the exercise of his wider vocation as trainer of the boy's whole nature, take the opportunity of dealing with the matter in the wisest way for the boy's sake.

#### CLASSIFICATION.

The schools were classified very good or good, on the results of the inspection visits, as follows:—

Very Good.				
Subiaco (Senior)	...	...	...	West Perth District.
Bicton	...	...	...	Fremantle District.
Good.				
Princess May Infants'	...	...	...	Fremantle District.
Fremantle Intermediate	...	...	...	" "
Swan Middle	...	...	...	Swan District."

Doubtless the new departure in the method of inspection accounted for the apparent decline in efficiency in a number of schools. All inspection visits were made without notice. This, in conjunction with a written examination in a wider range of subjects than formerly, and the fact that in many instances the pupils were examined during their first six or nine months in a new class, although the examination was confined to the work set out in the programmes for that period, would lower the general mark.

As a rule, in schools inspected towards the close of the year, the pupils showed greater proficiency in the full programme than the pupils in the early part of the year showed in the programme for that part. Various reasons might be given to account for this.

#### READING.

Reading is generally satisfactory in clearness and distinctness. Correct phrasing and an intelligent grasp of the subject matter receive attention in a fair number of schools.

The new literary and history readers, introduced early in the year, have materially assisted in awakening the interest and stimulating the imagination of the children.

Reading should not be confused with the mere power of sounding certain printed symbols without giving a thought to the meaning of those sounds. An effort should be made to interpret the spirit which animated the writer. In the senior classes the writer's reasoning should be analysed, and the pupils encouraged in their efforts to distinguish between the merely plausible or pleasing and statements based on the known laws of nature, between speculative statements and statements based on eternal truths. In the middle division history is now generally included under the head of reading. The pupils are usually examined on the course taken, the questions being, as a rule, very general. It is pleasing to note that an intelligent knowledge of the leading facts and events is met with in a very fair proportion of the schools.

#### RECITATION.

In a few schools recitation is taught with correct expression and emphasis. In too many instances, however, very little care is shown in the selection of pieces for recitation with a view to cultivate taste and expression, and in some instances the passages chosen are worthless for any educational purpose. In a number of schools the pupils understand very little about the meaning of what they have taken the time and trouble to learn by heart.

#### GRAMMAR.

Grammar is, as a rule, intelligently understood in all the good schools, but in too many of the fair and even some of the very fair schools the ideas of the pupils on this subject are of a very hazy character. The reason of this is, in part, the unskilful way in which analysis is taught. The children speak of extensions and enlargements, etc., and have no real knowledge of what they are talking about.

More syntax is now required. The correction of common errors and faulty sentences cannot be well understood without a fair knowledge of etymology and syntax. Syntax may, however, be effectively taught in conjunction with the correction of faulty sentences, the pupils finding out the rules of syntax by induction.

#### COMPOSITION.

Composition is taught with varying success. In a number of schools experiments have been made with written composition in all classes, and in these schools it is not considered a novelty to expect children below the fifth standard to write a short story taken from one of their reading books. This will naturally, in a few years, effect a very desirable improvement in the composition of the senior classes.

"It will also be an advantage to require a pupil to set forth in a simple and clear manner, oral and written, something that he may have learned in the line of other instruction. This will more surely form his style than when we, as too often happens, cause him, through selected exercises standing in no relation to the rest of his instruction, to write about things for which he has no heart and no thought."

## ARITHMETIC.

There is little new to report about arithmetic. The attempt to teach young children to solve written problems has proved a decided failure. True, there has been an appearance of success in some schools, but the cost has been too great to obtain even this appearance. In dealing with junior pupils, it is possible for the teacher, by devoting an excessive amount of time to the subject, to show how a great variety of problems may be worked; but should the memory prove treacherous at the crucial moment, or should there be some slight variation from that which has been taught in the wording of a question, the result shows the failure of the supposed mental training. Why then should months be wasted in trying to teach a child of seven or eight what he could easily grasp in a few days when he reaches the age of nine or ten? The proposed alteration in the syllabus, while preserving all the best principles of our present syllabus with regard to the methods of teaching, will lighten the work of the children in the junior classes, and at the same time give them greater facility in dealing with numbers—a decided advantage in the senior classes, and one which can be easily acquired at this stage of the child's mental development. It will now be possible for teachers to devote more time and thought to reading and nature study, two of the most important factors in forming the character and influencing the future life of the child. Nearly all the knowledge acquired after leaving school is acquired by means of one or other of these.

## GEOGRAPHY.

Geography is taught with very fair success in the majority of the schools, but unfortunately, in a number of instances, the old method of teaching a list of names is still followed. "Cause and effect" are omitted altogether, and what might be a most interesting lesson becomes an irksome task. It is necessary for a teacher to read widely and discover the most interesting and useful facts about a locality or country before attempting to give the lesson. Children are quick to discover the value which a teacher attaches to a lesson, and if they find out that he knows only a few isolated and apparently disconnected facts and a few names, they naturally think that that is sufficient for such a dry subject.

## NATURE STUDY.

The teaching of nature knowledge is perplexing a number of our teachers perhaps more than any other subject. They have been so accustomed to having each subject limited by a syllabus that they find difficulty in knowing where to begin and where to end. In many schools very little is done that can be called nature study. In some the object lessons are scarcely worthy of the name, and there is no definite plan of work for the year. In a number of schools, however, the teachers are gradually working out what is possible and desirable in nature knowledge. One teacher takes up botany and makes that an interesting and living subject; another takes up physical questions and delights in experiments, and so on.

There are several difficulties in the way; one is the absence of training, and another the absence of the necessary apparatus.

Much more might be done to interest the children in the plants and animals around them, to give them a love for the country and thus weaken the present tendency of the population to drift towards the city. The acclimatisation of new plants might be concretely illustrated. It could be shown how dull, bare, and monotonous surroundings might virtually be transformed and beautified by the cultivation and growth of ornamental trees and flowers. A great deal might be written on the aspect of the subject merely indicated here.

## MATHEMATICS.

The new programme in Mathematics (for large schools only), introduced for the first time early in the year, is taught with decided success in a few schools, and with fair results in the majority.

Algebra is usually better taught than geometry. Experimental geometry is not, as a rule, well taught. Doubtless the ensuing year will show decided advance, and the good effect of a course of training in clear reasoning will be felt when teaching other subjects, notably arithmetic, in the senior classes. I expect that nearly all schools in Classes I. to IV. will take up those valuable branches so necessary to all progress in the higher work of art and science.

## TEACHERS.

The teachers, as a body, are highly conscientious, and they exert themselves to their utmost during school hours to educate their pupils. The educational results of their efforts vary in a very marked degree. In a large number of schools and classes these results are highly gratifying. It is regrettable, however, to find that in some schools the teacher's idea of education appears to be to supply his pupils with certain answers to be reproduced when required by the inspector. The children are to learn what the inspector expects, and nothing else. In a few instances there is also a tendency to examine too much and to teach too little. Younger teachers often appear to think that the method of teaching is everything and the effect on the pupils' minds is only of secondary importance. Of course a good method should produce good results, but the teacher's mind should be directed chiefly to the results produced. If the teacher is not aware of what is passing in the pupils' minds while the lesson is proceeding, only cramming and not education is being carried out.

27th January, 1906.

J. H. McCOLLUM.



*Report of Mr. R. Hope Robertson, M.A., Inspector of Schools, 1905.*

THE EASTERN GOLDFIELDS, SWAN, AND NORTH FREMANTLE DISTRICTS.

The following table shows the distribution of the schools, and the enrolment and average for the year:—

District.	Roll at end of 4th Quarter.	Average weekly enrolment for year.	Average attendance for year.	No. of Schools open during year.
Boulder ... ..	2,058	2,098	1,756	8
Buiong ... ..	49	52	45	1
Coolgardie ... ..	646	676	583	5
Fremantle, North ... ..	503	513	437	2
Kalgoorlie ... ..	1,622	1,615	1,415	6
Kanowna ... ..	173	170	154	1
Kookynie ... ..	177	201	168	3
Kurawa ... ..	112	133	113	3
Malcolm ... ..	196	206	182	3
Menzies ... ..	263	252	218	5
Norseman ... ..	151	155	137	2
Swan ... ..	327	329	264	8
Burtville ... ..	13	11	9	1
Laverton ... ..	21	25	20	1
Southern Cross ... ..	211	223	178	1
Yundamindera ... ..	12	11	9	1
Murrin Murrin ... ..	23	21	19	1
Totals, 1905 ... ..	6,557	6,691	5,707	52
Totals, 1904 ... ..	5,917	6,071	4,976	54

It is an interesting fact to note that in 1895, 10 years ago, the enrolment for the whole State was 6,451, and the average attendance 4,685. By comparing these statistics with the above table it will be found that there are now more children in my district than there were in the State 10 years ago.

There were 52 schools in operation some time during the year, all of which, except Mulwarrie, were open at the end of the year.

NEW SCHOOLS.

New schools were opened at Boulder West, 25th January; Murrin, 27th February; Kurrawang 4th September; Yundamindera, 25th September (re-opened); Bardoc, 24th January (re-opened).

TEACHERS' EXAMINATIONS.

Thirty-one monitors presented themselves for examination in December, and ten teachers sat for certificates in September.

Manual Training Classes.

	Boulder.	Coolgardie.	Kalgoorlie.
Number of children passed through class ... ..	248	100	188
Number on roll last school day ... ..	145	71	147
Average enrolment ... ..	156	73	154
Average attendance per half-day ... ..	17	16	17

Cookery.

Number of children passed through class ... ..	163	...	118
Number on roll last school day ... ..	53	...	51
Average enrolment ... ..	70	...	52
Average attendance per half-day ... ..	12	...	10

ATTENDANCE.

The average attendance in the whole district was 83.2 per cent. of the enrolment, as compared with 81.9 per cent. in 1904, 79.6 per cent. for 1903, and 77 per cent. for 1902.

The average attendance on the Goldfields was 85.5 per cent. In 1904 it was 82.1 per cent., in 1903 79.8 per cent., in 1902 77 per cent.

The number of children attending the schools on the Eastern Goldfields is now 5,727, as compared with 5,419 in 1904, 5,192 in 1903, and 5,034 in 1902.

It will be seen from the above that the attendance on the fields has on the whole distinctly improved, but in some schools the attendance varies considerably. In one of the largest schools it was found that in Standard VII. that, although there were 58 children on the roll, only four children were eligible for medals and 10 for prizes, when but half the school year had run. The girls chiefly were irregular in their attendance, which irregularity must militate against effectiveness. Parents in these cases are not, on the whole, enlightened enough to see that sacrifices must be made in order that their children may be well brought up.

The migratory character of the population is also a source of difficulty to the teacher. In one school, with but 78 children on the roll, more than 120 changes had taken place during the year, and many of the children had only been from five to six months at the school. The average attendance of a child was barely four months.

Another difficulty with which teachers have to contend is the fact that numbers of children between nine and ten years of age, and sometimes over, who have never been to school before, have to be admitted, and on account of their age have to be classified in Standard I. These children, for the most part, have previously had no opportunity of attending school, but this has not always been the case.

A tradition in favour of education is growing up in most parts of the district, and this no doubt will prove the real remedy of this evil.

#### PUNCTUALITY.

In some cases the children are unpunctual. Punctuality is to a great extent a matter of school discipline. If a teacher insists on punctual attendance, he will get it, except in rare cases, where there is really some legitimate reason for being late. It is most important that the teacher should realise that slovenly habits, such as unpunctuality, when contracted in childhood, are with the greatest difficulty eradicated in future life. On the other hand, a scholar who has learnt to be regular and punctual at school has unconsciously formed a habit that is not only of ethical value, but is also of great practical service.

#### INSPECTIONS.

Under the present arrangements, when inspections take place without notice, the good teacher does better work, but in some cases the weak teacher misses the annual examination. Teachers who have been in the habit of postponing class subjects until a late period in the year, or of neglecting the time-table in other ways for some months, to make up by hasty overwork in the last few weeks for time lost, will no doubt view the new system with dislike, but in well-conducted schools the idea has been received with pleasure.

The time gained has enabled more attention to be given. Methods have been more thoroughly overhauled and put to the test, and as a consequence teachers have confronted their greater responsibilities with determination and renewed interest in their work.

On the whole, there is every reason to feel encouragement for the future.

It is rather more difficult now, when examination results have largely ceased to be, to repeat the elaborate criticisms of former reports. The impression left by the year's work is that of steady progress, and although there has been little change in connection with the general teaching, the change has been for the better. There has been no decline in the efficiency of the elementary subjects through the extension of the school course to include higher subjects.

#### READING.

Reading has, on the whole, improved, but it is impossible to say that the subject is really well taught, although better methods of teaching are being generally adopted. Word-building is more common, the blackboard is more utilised, and the lesson is less frequently interrupted for exercises in oral spelling.

#### SCHOOL LIBRARIES.

In connection with this subject, it is pleasing to note the increase in the number of school libraries. It is needless to say anything as to the advantage of a library being attached to a school. The children want guidance in their selection of books, and it is just this guidance that teachers can give. It is in the country, even more than in the town, that the school library is of the greatest use. It need not be large, but the books which it contains should be of sterling worth, and suitable to children's capacities. When this is the case, it will be found that the children will have a desire to own the books which they love, and return to them again and again.

#### ARITHMETIC.

Arithmetic has been fairly well done. In the good schools satisfactory results have been obtained. The poor results that have been from time to time noted, especially in the lower standards, have been due to indifferent teaching. The proper order of teaching has been too often inverted. Instead of proceeding from the concrete to the abstract, it has been usual to begin with abstract numbers. Although the children in the Standard I. can often answer questions mentally, their inability to set down the working shows that they do not really understand what they are about. Visible and tangible illustrations should be encouraged.

**SPELLING.**

Spelling has been very satisfactory, and no doubt will continue to improve now that more systematic methods of teaching the subject have been adopted, and more reliance is being properly placed on the eye than on the ear.

**CLASS SUBJECTS.**

The class subjects are in general carefully and intelligently taught, although in some cases the teaching takes the form of continual examination and gives evidence that the lessons have not been sufficiently thought out. Want of preparation of lessons has been at the root of the want of success which has in many cases attended the teaching of these subjects.

**MONTHLY PROGRAMMES.**

The skill in drawing up the monthly programmes of work has varied very much.

In some schools considerable care and thought has been given to their compilation; in others the details are quite inadequate.

The importance of carefully planning out the work of each class, so that in all the subjects the several lessons follow in proper sequence, and of the correlation of subjects, is not sufficiently recognised.

The preparation of a suitable scheme, and the due economising of the time at disposal, has presented serious difficulties to many teachers, especially in the small schools. To help them in their difficulty the department drew up a specimen scheme. This has been of great help, but there is still in many cases a lack of initiative, and a tendency to depend too much on the specimen copy without paying due regard to the special circumstances of the school.

**QUARTERLY EXAMINATION BOOKS.**

These in the better class of school have been diligently and carefully kept. In some the work has been shirked, and thus the notes and suggestions that ought to be made by the head teachers, instead of being powerful aids to success, have often been almost valueless.

**ORGANISATION.**

The organisation has been very satisfactory except in few schools. It has been rare to find a school in which the head master has not fairly divided the work amongst the assistants, and it has been rare to find a head master who has not taken his share of the class work when necessary. The habit of overloading the assistants and simply supervising without teaching has almost entirely disappeared, and the efficiency of the schools has increased accordingly.

The system of grouping standards, when possible, and the limitation of the curriculum in the small schools have also been factors for success.

**REGISTRATION, ETC.**

But little fault has had to be found with the registration and compilation of the school records. The regulations have been, as a rule, carefully carried out, and the registers have been neatly and systematically kept.

**GENERAL.**

The general equipment of the schools is, as a rule, very satisfactory and the staffing adequate. I feel sure that the schools in my districts are improving on the whole in discipline and instruction. The best of them satisfy the surest test of efficiency—that of doing better every year.

R. HOPE ROBERTSON.

31st January, 1906

*Report of Mr. R. Gamble, Inspector of Schools, 1905.*

SOUTH-WESTERN DISTRICT.

There were sixty-nine schools in operation in the district during the year. Of these Ferguson's Mill was closed and not reopened, and Clifton Area, Augusta, Freshfields, Yallingup, and Hamel were new schools opened during the year. Hamel, opened towards the end of the year, was not visited, and Riverside, a small half-time school, was not open when I was in the district. The new schools received one visit, and the majority of the other schools two visits, and in individual cases three visits were paid.

In addition, I assisted in the inspection of the following metropolitan and sub-metropolitan schools, viz., Fremantle Girls' and Boys', Newcastle Street Girls' and Boys', Highgate Hill Mixed, Plympton Mixed and Infants', Beaconsfield Infants', Fremantle Intermediate, Guildford, North Fremantle, Claremont, James Street Boys', Girls', and Infants', East Perth Mixed and Infants'. I also assisted Mr. Robertson on the Goldfields for a week at the following schools:—Kalgoorlie, North Kalgoorlie, Boulder, South Boulder, Coolgardie.

BUILDINGS AND GROUNDS.

Generally suitable and in a satisfactory state of repair. Tree-planting has been successfully carried on at many of the schools, and at others neat school gardens are kept.

REGISTRATION AND ORGANISATION.

These are satisfactory in the majority of the schools.

READING.

In some of the schools there is an absence of the loose letters for use in word-building in the infant classes. This is regrettable, for the little ones can be so profitably employed if these aids to the teaching of reading are in constant use. These boxes of loose letters can be purchased at a comparatively small cost, so that each school can easily obtain a supply, if necessary, out of an annual concert fund. Teachers in small schools specially require these boxes of loose letters, as the little ones can be kept busy word-building while the teacher is teaching the other scholars. Too much stress cannot be laid upon the constant and systematic use of the loose letters. In some schools loose letters were distributed in small heaps, and the little ones wasted most of their time picking out the letters required, and did scarcely any word-building. This is so much wasted time, and can easily be avoided. In some schools it is still the practice to teach the isolated sounds of the alphabet before commencing to combine them for reading. This method wastes much time, and must be dreary work for the little ones, who do not make any advance in reading during the process. The reading sheets and primers are so arranged that only one difficulty is presented at a time, and if the brief instructions printed on the inside cover of the primer were followed, reading would become a pleasure and not a drudgery. It is very gratifying to find that excellent results follow when this subject is taught on natural and rational lines, and it is not surprising to find children reading simple words with ease after three or four months' careful teaching in the phonic system as a basis, aided by the look-and-say method. One of the great benefits derived from the method is, that children are taught to try and surmount new difficulties themselves, and after all that is the true training in education. It is pleasing to watch a well-trained class of infant children commencing a new lesson, and to see the delight exhibited, when by the sounds fresh words can be read without the teacher's assistance. Some teachers still teach reading by the obsolete alphabetic method, with the result that progress is painfully slow, and expression and phrasing entirely neglected. The majority of the teachers, however, follow the phonic system, after seeing lessons given for their guidance. In the best taught infant classes the children read distinctly, articulate correctly, and phrase well. In schools where this subject is indifferently taught to the infant children, the reading to Standard II. is usually painfully slow and monotonous. As the Temple Readers and Story of the World books were introduced during the year, the School Paper became optional. I was glad to find that many of the teachers still encouraged their children to purchase the monthly issue of this paper for use as an extra reader at school and at home. As this furnishes fresh reading matter monthly, I strongly advocate its retention as an extra reader. If not too expensive, one would like to see more readers in use in the upper standards, as is now the method in the upper standards in many of the English schools. Sections of the same standard may be reading different books during the same lesson. This encourages individual study, silent reading and preparation, and also stimulates a love for wider reading. The reading generally may be considered to be accurate, and from fair to good in enunciation, fluency, and phrasing.

WRITING.

The chief faults mentioned in previous reports about the upright system are still noticeable, and teachers do not appear able to eradicate them. In my estimation the quickest and most legible writing will be secured when the semi-upright system is adopted, and a really good set of copy-books on that system introduced, thereby securing uniformity of style and teaching. It is surprising to find the marked differences existing in the written work in copy, transcription, and dictation books of schools in the same locality. The character of the teacher is undoubtedly shown in this script work; for where the writing is neat and clean and good, the children, school, and teacher are neat and tidy, and *vice versa*. Individual schools in the district are notable for the excellent script work produced.

Some teachers prefer to teach writing from the blackboard, and in most cases where this system is adopted the written work is above the average in character, for better teaching is done, and each child can write the same copy at the same time. It is a pity that some teachers still look upon a copy-book or transcription lesson as one in which teaching is not required, the only supervision necessary being the distribution and collection of the books. The results in such cases cannot be otherwise than very disappointing. In some of the bush schools the writing is most creditable, showing good teaching by the teacher and great care by the pupils.

#### SPELLING.

It was found at the inspection visits during the earlier part of the year that quite a number of teachers had omitted to notice the amended regulation in spelling in Standards I. and II. Until this year single words suitable for these standards had been dictated. This year continuous dictation was required throughout the standards, but many teachers were still dictating isolated words to Standards I. and II. children. A perusal of the reports for the year shows that short sentences from the reading books used, containing only words in common use, were not as a rule correctly enough spelled in Standards I. and II. This showed a want of systematic teaching on the word-building and grouping principles. If these principles are continued from the infant classes, the spelling must of necessity be accurate and satisfactory. If the excellent word lessons at the end of the readers were carefully taught, and spelling judiciously taken during the reading lessons, then this subject would be more efficient than at present. "The Suggestive Word-building and Spelling Books" for the Standards, published by Blackie and Son, are most helpful in teaching this subject. The following paragraph from the Regulations was also overlooked by a number of teachers:—"Children will be required to keep an exercise book for dictation and transcription only, which is to be shown to the Inspector at the annual inspection." In Standards I. and II. these exercises in dictation were being written upon the pads. In some schools sufficient care has not been taken to see that the writing in the dictation exercises is neat, clean, and legible. The passages have been dictated too rapidly, and the writing has deteriorated. A fair rate of speed should be expected, and legible writing insisted upon, and children should be trained to correct their exercises from the printed passage in the book. Only in individual schools was it noticed that dates were omitted, and carelessness exhibited in the correcting of the work.

#### ARITHMETIC.

This subject undoubtedly requires more patience and skill in the teaching than any other subject in the curriculum. The work is so planned that from the earliest stages, and so far as possible in the standards, the concrete precedes the abstract, and mental and written work are taken together. If children in the infant classes and Standards I. and II. are properly and systematically taught in this subject, the chief difficulties are overcome, and the other standards continue the same methods dealing with larger numbers. Unfortunately some teachers still look upon concrete teaching as a waste of time, and therefore almost entirely neglect it, and mental work as well. The excellent manuals are not, as a rule, thoroughly enough studied, and the methods therein explained and illustrated followed. In schools where this subject is taught on satisfactory lines the results are good, but in schools where there is a lack of system the results are unsatisfactory.

In the Revised Instructions issued by the Board of Education, London, the following remarks are made:—"In Schedule I. to the Code of Scheme, marked B, is proposed as an alternative to the ordinary standard course in arithmetic, from which it does not differ very materially in the higher standards; but in the earlier steps leading up to the Fifth Standard an important variation will be observed. Many experienced teachers believe that the true progression in arithmetic is not to be found in advancing from addition and subtraction to multiplication and division, with the large numbers often given in sums; but in graduated exercises, beginning with small numbers and exhausting all their combinations." This Scheme B is very similar to the schemes in vogue here and in South Australia, and being introduced into Tasmania.

The Board of Education, London, has lately issued a book entitled "Suggestions for the consideration of Teachers and others concerned in the work of Public Elementary Schools." I should like to see a copy of this book in every school in this State, for it contains many valuable hints on methods, etc. The following is taken from the notes on Arithmetic:—"It is important that Arithmetic should be treated not merely as the art of performing certain numerical operations; it should be taught with the view of making the scholars think clearly and systematically about number. It is thus clear that written arithmetic should be an appendage to mental work rather than the reverse. The teaching should, however, from the very first embrace problems and examples that require special methods for their solution, and scholars thus trained at an early age to use their intelligence, and not to place undue reliance upon the application of general methods. The necessary training in mechanical skill should be acquired rather by repeated practice in carrying out principles which the scholars thoroughly understand, than by attempting to work examples in rules of which the underlying reasons have not been firmly grasped. The best proof of effective teaching in arithmetic is the ability of the scholar to work problems, and good results cannot be expected if undue attention is paid to abstract or difficult examples. Problems, to be of service in increasing the power of thinking out laws of number, should be properly graduated, and should not make too great a demand on the power to use high numbers; they should rather be designed to cultivate the power of mental analysis by treating the problem as a succession of applications of simple processes. It is not, however, necessary that large quantities should be involved. Accuracy is not obtained by working long sums, but is rather the result of mental concentration and experience."

#### DRAWING.

In the lower standards in some of the schools enough attention has not been paid to the correct free-arm drawing of the ellipse and the oval. Where these elementary forms have been well taught and the children can draw them with freedom, in varied positions and in combination to form the simplest designs, the work is very pleasing. In the senior standards generally the children can better reproduce a

set copy than they can make a symmetrical design based upon elementary forms. In schools where wall blackboards are provided the drawing shows greater freedom and better preparation. In the drawing of common objects there is too great a tendency to abstain from drawing from the actual object, the drawings instead being the reproduction of pictures of objects, or objects drawn upon the blackboard by the teachers. Enough care is not always exhibited in the selection of objects for drawing and the gradation for the standards is not always suitable. In some schools really good object drawing has been done, while in others the drawings lack symmetry and finish.

Some of the best work is done in brush drawing, and this is the drawing the children like best. In the Picton and Bunbury schools some of the brushwork done by the senior scholars is most praiseworthy. Some of the children in some of the bush schools do very good drawing, especially when taught by lady teachers having artistic tastes.

#### ENGLISH.

There is not much actual grammar to be taught to the children in Standards I. and II.; but in some schools even the small amount required is indifferently taught, while in other schools, under painstaking teachers, the results show good teaching. Analysis in Standards III. and IV. is not always taught as required by the Regulations. Oral composition is very fairly taught in some schools, but in others it does not receive the attention which its importance warrants. In the infant classes and lower standards the children generally answer in completed sentences; and where the teacher takes a keen interest in this subject, and encourages the children to be observant, and trains them to express their ideas and thoughts in suitable language, the results are very satisfactory. The written composition in such schools is also superior in character. Too many teachers confine their written composition lessons in the upper standards to the reproduction of short stories, read or told, instead of training the pupils to reproduce in suitable language the subject matter of interesting reading lessons, historical events, descriptions of surroundings and countries taught in geography, etc.

Recitation varies, and is best where the reading is good and natural. The pieces are, as a rule, accurately committed to memory, and the knowledge of the subject matter fair, but the selection, especially in the lower standards, is not always good. Suitable pieces may be found in "Arnold's Poet Laureate" series of poetry books for the standards.

#### GEOGRAPHY.

This subject varies in efficiency, and is best taught in the schools where the teacher takes a keen interest in the subject. It is too often the rule to witness a geography lesson given with very little real teaching. Children are set to study a State, Country, or Continent from their atlases (at times wall maps), with a portion of the lesson time (in instances all the time) devoted to map-drawing. Good interesting blackboard notes, especially prepared beforehand, are too seldom seen, and the children simply learn a number of names without knowing any interesting facts about the names learned. Geography readers are so cheap, and published by a number of good firms, and are so replete with interesting pictures and up-to-date matter, that if even a few were purchased and judiciously used, general information would be gained and better results obtained. The Board of Education, London, has a chapter in its "Suggestions for the consideration of Teachers" on "The Teaching of Geography," and it is perhaps one of the most noteworthy chapters in the book. A series of valuable articles on the Board of Education and the "New Geography" are appearing in the current numbers of the *Practical Teacher*. These articles are written by J. F. Unstead, Esq., B.A., F.R.G.S., Lecturer in Geography, Goldsmith's College, London. These and also the articles on Regulations for Secondary Schools (Geography) contain many good hints and suggestions for teachers.

#### HISTORY.

The introduction of "The Story of the World" books has tended to give the children a broader knowledge of general history. It is a pity the books are not graded as to difficulty in reading matter, so as to make them more suitable as reading books for Standards III. and IV. as well as for the upper standards. Where the teachers have prepared special maps, and have taught the subject matter carefully, the results have been good, but in schools where the books have simply been used as ordinary readers, the results have been unsatisfactory. So much time cannot now be devoted to the study of English history in the three upper standards, and there is a tendency in some schools to somewhat neglect that part of the history curriculum.

#### SINGING.

In the majority of the schools the singing is taught by ear, and the selection of songs is not always suitable. In individual schools good attention has been paid to theory and practice, and the part-singing in these schools is tuneful and expressive, with good enunciation.

#### PHYSICAL DRILL.

The majority of the teachers have realised that drill lessons should be short, taken daily, and, if possible, during the forenoon. Also that the excellence of drill consists in the accuracy and smartness with which the exercises are performed. More general interest is being taken in this subject, and some of the female teachers in the bush schools deserve praise for the manner in which they have taught Chesterton's Physical Exercises.

#### MANUAL TRAINING.

Woodwork is conducted at the following schools, viz.:—Leederville, Pinjarra, Drakesbrook, Picton, Bunbury, Donnybrook, and the work is specially reported upon by Mr. Hart, the Organiser of Manual Training.

## INFANT SCHOOLS.

The Leederville and Bunbury schools are being conducted in a very satisfactory manner.

## GENERAL REMARKS.

The system of inspection without notice, and at any time during the year, makes it difficult to really compare the work with that of former years, when a full year's teaching had been given before the second or annual examination visit took place. This alteration may have affected the apparent efficiency of some of the schools inspected for the second time during the second and early part of the third quarters of the school year. It is to be expected, however, that during the coming year better results will be obtained, as the teachers are better acquainted with the system of inspection in vogue. More attention must be paid to the systematic setting out of the work on the programme, and a better system of regular and methodical recapitulation in all subjects. Another factor which has affected the efficiency of some of the schools is the want of careful and intelligent classification by some of the less experienced and careful teachers. When children have been promoted principally on account of age, irrespective of attainments, the results have naturally been disappointing. Teachers must make their own quarterly and annual examinations very searching, and carry them out upon strict and impartial lines, and make their promotions accordingly. Interim promotions should be judiciously made, and only the brightest and most intelligent pupils promoted during the year. The majority of the teachers have been industrious and regular in the performance of their duties, and are always pleased to receive assistance and advice in their work. The children are respectful and well-behaved, and the discipline, order, and tone are very satisfactory.

1st February, 1906.

ROBT. GAMBLE.

*Report of Mr. Wallace Clubb, B.A., Inspector of Schools, 1905.*

EASTERN AND GREAT SOUTHERN DISTRICTS.

I have the honour to present my first report upon the schools in these districts which passed under my supervision at the beginning of 1905, when I relinquished the charge of the Midland and Murchison Districts.

In my new districts there are at present 83 schools. The subjoined table shows the districts in which these schools are situated and the total average and enrolment for the year:—

DISTRICT.	Roll at end of December Quarter.	Average weekly enrolment for year.	Average attendance for year.	No. of Schools open sometime during year.
Beverley ... ..	206	195	165	5
Broomshill ... ..	124	122	96	4
Esperance ... ..	88	93	81	1
Katanning ... ..	333	322	259	8
Kojonup ... ..	17	18	11	1
Mourambine ... ..	218	224	184	8
Narrogin ... ..	267	253	206	6
Northam ... ..	835	824	656	18
Perth ... ..	238	245	214	1
Perth, West ... ..	384	390	335	1
Plantagenet ... ..	616	666	556	11—1 closed
Ravensthorpe ... ..	68	71	52	1
Swan ... ..	57	58	45	1
Wagin ... ..	231	221	186	5
Williams ... ..	68	66	53	4
York ... ..	398	410	343	9
Totals—1905 ... ..	4,143	4,168	3,442	84—1 closed

These numbers show an increase on last year's figures in enrolment of 1,164, and in attendance of 939. The percentage of attendance is distinctly satisfactory for an agricultural district, where the children have often long distances to travel to school.

NEW SCHOOLS.

The year has been one of sustained advance in this respect. New schools have been opened at Torbay Junction, Ewlyamartup, Marradong, Hotham, Popanyinning, Dumbleyung, Cunjardine, Tambellup, Nigalup, Dale River, Aldinga, Yenalin, Wardering, Mt. Hardy, Kellerberrin, Wainering, Torbay, Rose Hill, and 1906 will see the erection of several more. Only one school, Denmark Mills, has been closed. Two schools which had been closed for some time, Quindanning and Gilgering, have been reopened.

This steady increase is particularly gratifying as instancing the amount of permanent settlement that is taking place in our agricultural country.

INSPECTION.

All the schools in operation at the beginning of the year were inspected, in most cases twice, in a few, three times. The majority of the new schools recently opened have also already had one inspection visit. The work has become very heavy, however, owing to the large number of schools and the distances to be covered.

During the year I assisted at the inspection of the following schools in the Metropolitan and Sub-Metropolitan Districts:—White Gum Valley, Beaconsfield, Newcastle Street Boys', Newcastle Street Girls', Plympton, Fremantle Girls', Claremont Senior, Claremont Infants, Highgate Infants', Highgate Senior, East Perth Senior, East Perth Infants', Perth Boys', Perth Girls', Perth Infants', Armadale, Wanneroo, Bedforddale, Guildford, Plympton Infants', Applecross.

This year a new departure has been made in the method of inspection. No notice at all is now given to the teacher, and the work of the children is tested at any time. Consequently the Inspector now sees the school in its ordinary work-day garb, and is able to form a much truer estimate of the fidelity and zeal of the teacher. The new system will also break down any tendency that may have existed of specially "cramming" the children for examination results, without in any way making the Inspector's tests less searching. Under the new system the successful teacher is he who works conscientiously from day to day, who does not content himself with merely *giving* a lesson, but satisfies himself that it has been *received*, who prepares his work daily and recapitulates regularly, who, in short, comes to his school each day, knowing exactly what he is going to do and how he is going to do it.

The following schools of those under my charge have been the most successful during 1905:—Albany Infants', East Beverley, North Perth, West Leederville.



The results of the year's work as a whole emphasise the need of more frequent inspection visits. In a State such as this, where there are so many small schools in charge of untrained teachers, efficiency will be in direct ratio to the number of visits of inspection paid. Unfortunately, more frequent visits are at present impossible.

#### BUILDINGS, GROUNDS, ETC.

In almost all cases the buildings are very suitable in all respects. The inspection visits without notice enable one to form a good estimate of the care and attention given to the neat and orderly maintenance of the buildings and furniture by the teacher. With one or two exceptions this has been very satisfactory.

The grounds in many instances are very creditably kept. Gardens and ornamental trees are pleasing features in many a bush school, and their presence imparts an appearance of beauty and cheerfulness that, quite apart from the educative value of such work in helping to form the characters of the scholars who participate, must in itself be a reward to the teachers who devote time and attention to this work.

It must, however, be regretted that a number of teachers in schools where both soil and climate are favourable have not done anything worthy of the name of gardening. As might be expected, these are generally the teachers whose ordinary school-work rarely reaches a very high level.

Special credit for the condition of the grounds should be given to the following schools:—Broome Hill (Mr. Parker), Momberkine (Mr. Edwards), Narrogin (Mr. Liddington), Katanning (Mr. Couchman), Mean Mahn (Miss Gleeson), Jurokine (Mr. Hill).

#### DISCIPLINE AND TONE.

These are very creditable features in most of the schools. Notwithstanding the large number of schools in the district, I have not had to hold a single inquiry, nor have any complaints been forwarded. These facts show that the discipline enforced must be reasonable, and must commend itself to the great majority of the parents. Harshness is practically non-existent. This is, of course, as it should be. The normal child will adopt the attitude that the teacher's own character and personality evoke, and consequently the general excellence of tone and discipline in the schools indicate that, whatever shortcomings in the way of practical skill and erudition many of the teachers may possess, there is at least a spirit of earnestness and effort to fulfil their duties manifested in the great majority of cases.

The best educators have been those who work through the love of their pupils, to whom the pleasant word and the smile come more readily than the reproof and the frown. The great scholar Erasmus noted, four centuries ago, that "children learn with great willingness from those they love, and parents themselves cannot properly bring up children if they make themselves only to be feared." The tone of almost all our schools shows that "fear" is not the prevailing incentive, but that the relations between teacher and children are founded on a mutual sense of respect and esteem.

#### TEACHERS' ASSOCIATIONS.

I am pleased to report renewed activity in these country branches. During the year I addressed meetings at Katanning and Northam, there being on both occasions very good attendances. I trust that new centres will soon be in operation, as such associations do an immense amount of good. It speaks well for the earnestness of these teachers that they travel in many cases over 50 miles in order to attend and discuss educational topics.

#### INSTRUCTION.

I regret that I am unable to speak in very high terms of the quality of the instruction given. I do not wish it to be inferred that the teachers as a body are not conscientious and hardworking; such is certainly not the case. Indeed, on the whole it may be said that teachers who shirk their work, and are careless in their duty, are distinctly the exceptions. Nevertheless, in spite of this the efficiency of the schools as a whole is not yet as high as it should be, and the reason is not far to seek. Hard work and good intent alone will not make a satisfactory teacher. We must also have skill and knowledge, and it is precisely in these two latter essential qualifications that the weakness makes itself apparent. Of course we must remember that the big majority of the schools in the district are bush schools of from twenty to thirty pupils, and therefore, on account of the salary and isolation which the charge of these schools entails, not likely to attract teachers of great skill or attainments. Still it would be foolish complacency to take this view only, and be satisfied to accept the present condition of things in many of the schools as final. We must work forward. The supreme importance of education in its fullest sense to the welfare of the nation physically, morally, commercially, demands that we must strive unceasingly to do our best, and not rest satisfied till we are certain that the very best that can be done in any given set of circumstances is being done. Now, in education especially, the best work is impossible if the teacher is deficient in skill and attainments. Without sound knowledge of what has to be taught, backed up by sound knowledge of how to teach it, we cannot hope for much beyond mediocrity. *Method* is a necessary condition of success, and with respect to efficiency of service, it puts, as it were, an abyss between men of equally good intent. "A lame man on a straight road," says Bacon, "reaches his destination sooner than a courier who misses his way." The work often fails, not from lack of hard work and effort, but because the teacher by faulty method has "missed his way."

The schools that do not reach a satisfactory standard are in charge of teachers whose weakness in skill is due chiefly to one of two causes. Either they do not read professionally at all (I have found several who did not even possess a manual of school method), or else they have not kept their reading up to date, and their old-fashioned methods that once satisfied the requirements of by-gone years, when education signified memorising of facts, fail under present conditions.

The first class make no headway at all. They look at the inspector's visit as a time for getting so many educational "tips." They confound his questions—purely "testing questions" as they often are—with teaching methods, and then labour blindly on till the next visit, instilling into their pupils the facts—whether comprehended intelligently or not—that they think may be asked for when the inspector again calls round. Their work often shows blunders in method that would not have been committed had even an elementary text-book of method been read. And the strange part about the whole matter is that often these very teachers are really hard consistent workers, but unfortunately their work is without soul. The second class must remember that there is no finality in method. As Madam Necker truly remarks, "Methods ought to be in a state of perpetual improvement." Such improvement presupposes study and reflection and experiment.

The cardinal failing in the instruction given lies in its mistaken purpose and the lack of system. The doctrine that "the principal end of elementary instruction is not to cause the child to acquire knowledge but to develop and increase the forces of his intelligence" is as old as Pestalozzi, and has been insisted upon time after time since; but still the majority of teachers seem to place the acquirement of the facts as the supreme end of their work. Of course, the children should know the facts, but they must really *know* them; they must acquire them rationally and intelligently, so that their faculties shall be developed in their natural order—first, the senses, the memory, the imagination, and lastly the judgment and the reason. We must aim at giving the mind an *intensive* culture and not simply *extensive*; we must not content ourselves with merely furnishing it; we must try and form it also.

And then, too, there is the amount of effort that runs to waste owing to want of proper system in the work of the teacher. The ability to plan out and organise work on the most effective basis; the careful forethought and self-preparation so essential in teaching are not sufficiently in evidence. To do all these things—to revise and consider methods, to systematise the work, to map out daily what has to be done, etc.—demands much time and hard study out of school hours. But the teacher, if he wishes to succeed, must be prepared to give that time and make that effort. Even Pestalozzi, with all his intuitive skill, was unsuccessful through his inability to organise his work. We read that he always proceeded without a plan, and gave himself great trouble in obtaining results that he might have attained much more easily with a little system. The moral is obvious.

I have dwelt at considerable length upon the necessity for improvement in method, as I am convinced that if we can only secure a keen desire upon the part of the teacher to improve in this respect a great uplifting of the work will be general. One can only admire the industry, patience, and earnestness of the teachers as a body. If increased skill is added to those excellent qualities which so many of them already possess, the number of "fair" schools will decrease and the number of "good" schools increase. It is this end that we all want to bring about.

#### READING.

As remarked in my last report, the work in this subject continues to be better relatively in the lower classes compared with the upper. In far too many cases the work is almost purely mechanical—the children read words and sentences often with but the vaguest conception of the meaning involved. In quite a number of schools I have noticed that a new lesson in the reading book is begun without any preliminary discussion whatever, and in many instances I found that children who had read stories in the Readers with very fair accuracy had shadowy ideas of these same stories treated as a whole, and sometimes no idea at all of the meaning of individual sentences and phrases. The teachers frequently make no attempt to establish a proper mental background, nothing is done to excite interest in what is going to be read, nor does the subject matter receive anything like adequate treatment. Teachers seem to forget that, in the upper classes particularly, children do not read merely for verbal accuracy, but that their reading is the means by which they are to acquire *ideas* and make the author's *thoughts* their own. Until more careful attention is given to the "thought-content" of what is to be read; until the subject-matter is adequately treated so that the child knows the ideas and thoughts as the author himself has expressed them, i.e., until the child knows what it is all about, from the individual phrase to the story or lesson as a whole, really intelligent reading cannot be hoped for.

Next year should show a distinct improvement in this respect. The reading matter in the hands of the children in the Temple Readers and in "The Story of the World" is distinctly good and interesting; the first-named series contains a number of excellent Method Lessons which, if properly taught, would do much to make the reading lesson a means of developing intelligence. Unfortunately in most cases these Method Lessons were not handled intelligently by the teachers. The neglect to make sure that the children know what they are going to read about, and that the meaning of individual phrases is properly understood before they are called upon to read, results in the attention of the children being largely devoted to the mere word-forms and a correspondingly less amount of attention being devoted to the thought-content of the paragraph read. An act of reading is brought about by the action of printed words arranged in sentences upon consciousness. It is possible under the scientific teaching of reading to absorb the mind to such an extent that the action of the words becomes automatic. Unfortunately the opposite is just as possible: the habit may be formed of complete absorption on the forms of words and anything like clear lucid enlivening thought prevented.

The child has two difficulties in his reading:—

- (1.) He meets new words and phrases of whose meaning he has either vague ideas or no ideas at all; and
- (2.) He has to try and grasp the thought that underlies what he is to read.

Obviously to ask him to do the latter while the first difficulty remains unsolved is absurd.

As the various defects were very fully pointed out during the year, I anticipate better work in the senior classes next year.

There are still a number of schools in which no library is found. This is to be regretted, especially in view of the fact that the absence of a library is almost always due to lack of effort on the teacher's part. Parents as a rule generously respond to the efforts of teachers to raise funds. The influence for good of a library on the reading, composition, and general intelligence of the children has been frequently pointed out.

#### WRITING.

In this subject also, as in reading, the work in the lower standards is of higher quality than in the upper. This, I think, is a significant fact, as writing, being a purely mechanical subject, should therefore be more difficult to teach to younger than to older children. Close observation during the last three years has almost invariably shown that as soon as the children are taken out of the leading-strings that the ruled copy-book and the double-lined transcription book afford, and are set to write on ordinary foolscap, in such lessons as dictation, composition, etc., where the consciousness that they are writing for the sake of the writing itself is not present, then the writing fails unless unlimited time is given. The upright system has now been in operation for a sufficient number of years to have justified itself in the handwriting of our senior pupils. In my opinion it has certainly failed to do so. It marks the other extreme of the swing of the pendulum from the old slanting writing. My experience has convinced me that the *via media*, i.e., the semi-up-right style, proves the best. A slight slope, not exceeding 15°, seems to lend itself to speed and produces writing which is much more uniform than the efforts after the perfectly upright.

At the same time we must recollect the difficulties which the migratory nature of the settlement throws upon teachers of the work. Whatever the policy of the Department may be in regard to the system taught, there should be *one* specified Copy Book Series which is to be adopted in all schools. The constant changing from one *series* to another (no matter whether the *system* be Upright or Semi-Upright) leads to confusion, and makes the standard of proficiency lower than it should be. In our large schools it would be probably under the mark to say that thirty per cent of new admissions are made annually, and as many children change schools twice during a year, unless absolute uniformity in the style of writing taught and in the series of copy book adopted is insisted upon, excellence will be achieved with great difficulty and in rare instances.

Apart from the question of the system of writing taught, I feel convinced that better results could have been achieved in the upper standards in many schools. There has been a tendency to make the writing lesson *the* lesson in which careful and neat work is expected. Too often the Dictation and Composition Books, the writing-pads, the home lesson books, etc., furnish writing in marked contrast with the Transcription Book. Some inferiority might reasonably be expected, but not so great as often exists.

The teacher's own writing on the Blackboard and in the children's books is occasionally calculated to stultify much of the instruction given. The children naturally follow example much more readily than precept.

#### SPELLING.

This is a distinctly weak subject in a large number of schools, and for the manifest weakness there can only be one reason—faulty teaching methods. Indeed it is the exception rather than the rule to find any teaching method worthy of the name. The giving of dictation exercises is frequently all that is done.

The weakness in the subject is not only apparent in the tests given at inspection, but obtrudes itself even more noticeably in the child's own writing of composition exercises where he selects his own words.

I do not propose in this report to offer suggestions for the more efficient teaching of spelling; any modern manual of school method will do that for the teachers who choose to consult such books.

There is unquestionably need of greater efficiency in this important subject. Teachers must raise their standards. Too many of them are content to accept three or four errors in a passage as satisfactory, and consequently they often get a greater number. The dictation lesson is especially abused. I have frequently found children about to commence a dictation lesson without any preparation whatever. It must be remembered that dictation does not *teach* spelling; it is merely a test. Of course, the teacher will occasionally give such tests without preparation in order to gauge the efficiency of his class, but as a general rule children should at least know the lesson or page in the Readers from which the passage is going to be selected, in order that they may have an opportunity for preparation. Then again the corrections in the Dictation Books and on the working pads are often open to criticism. Sometimes the marking of errors is far from thorough; at other times the teacher marks the errors, but the child does not correct them; and in other cases again I have found, on testing, that although the child has *written* the correction he has not *learned* it, and makes the very same error a week or two later. All these facts show that the teaching and supervision is not sufficiently thorough, and when one also considers the poverty of *method* displayed in the actual teaching of the subject it is not difficult to understand why the majority of the schools fail to reach a high state of efficiency in spelling. Fair or mediocre work one can get in almost all cases, but as teachers and inspectors we must not rest satisfied till we can pronounce a better verdict. And until better teaching methods are adopted, until keen supervision over the correction of errors and the memorising by the pupil of the corrected forms is assured, until the subject is given regularly and systematically from January till December, until proper revisionary tests of past errors are regularly given, that better verdict can hardly be hoped for.

In some of the schools a strong effort has been made to pull this subject together, and by means of competitions and spelling-bees an enthusiasm has been kindled which has brought about a marked and satisfactory improvement.

## ARITHMETIC.

This subject has been utterly disappointing. Its repeated failure in school after school, irrespective of size, makes inquiry into the causes of such failure imperative.

The subject is of such importance in any curriculum that we should be satisfied that—

- (1.) The system and the arrangement of the subject in our curriculum are sound.
- (2.) That the teaching methods employed in our schools are intelligent and thorough.

Hence when we come to inquire into the causes of the failure that is so general in our schools we see that there are at least two factors to be considered. Either the teachers in the schools that fail are not able to teach this subject well—and we must remember that arithmetic demands very careful teaching—or there must be some defect in the curriculum as set out in the regulation requirements.

Before considering either of these points it will be well to note that failure was specially noticeable in the inability of the children to work with accuracy, and in the oft-found lack of anything like intelligent appreciation, especially in the upper classes, of the principles underlying the processes employed, and finally in the absence of any clear conception of many of the terms employed in the problems.

Now it must be admitted that all these defects are directly possible under the best conceived scheme of work *if the teaching is poor and unsystematic*, so that we must be specially careful not to condemn the *system* unless we are quite sure that the *teaching* has been forceful, intelligent, methodical. Unfortunately my inspection visits convince me that the teaching is often weak, unintelligent, and unmethodical, and the conclusion has been forced upon me that in schools where distressing and disastrous failure in Arithmetic has had to be recorded, such failure is to a very large extent indicative of weakness on the part of the teacher. No other explanation appears possible when we find children unable to work such a sum, in Standard III., as “Divide £50 among 68 children,” and when the teacher explains the failure by saying “I never gave them one like that before; if you had set £150 or put in some shillings and pence I am sure they could have done it.” And again, even in our largest schools I find repeatedly that senior children use the terms Ratio, Stock, Shares, Decimal, Compound Interest, Common Denominator, etc., etc., with either very shadowy notions of the meaning, or with no idea at all. Surely this is bad teaching.

Then again, how utterly mechanical the methods often are even in classes under certificated teachers in large schools is borne in upon one, time after time. Children for instance know that to add fractions they must get a common denominator. When I ask why? I rarely if ever get an answer. If asked why, when adding decimals, they keep the “points” underneath one another: why, in dividing one fraction by another, they use a multiplication sign and invert the divisor; why some decimals terminate and others repeat; why, in papering a room, they divide the wall space by the width of the paper: what *common* signifies in the terms G.C.M. and L.C.M., etc., etc., the amount of ignorance displayed is so great and utter, that one can only conclude that the teaching has been mechanical, unintelligent, and educationally valueless.

Hence I conclude that the failure in arithmetic in many schools is the direct outcome of poor teaching. Arithmetic as a means of mental training ranks high in any system of education, but unfortunately it has been interpreted too often by many of our teachers as a subject in which a child works sums upon rules which only exist to be memorized and applied. Too often the careful intelligent teaching which leads the child to the discovery and formulation of his own rule is quite absent, and a ready-made book definition becomes the *beginning* of a lesson in the teacher's haste to get on to sets of examples.

Then again, though the curriculum insists strongly upon the necessity for the concrete in the teaching of arithmetic, so that the intelligence of the children may be awakened, and though teachers themselves know that in the lower classes especially the concrete is indispensable, yet in practice we find that concrete illustrations, if used at all, are used sparingly and not sufficiently kept in evidence. It is by no means a rare occurrence to find children in Standard VI. quite innocent of the actual meaning of such terms as they use in connection with the metric system. Again, terms such as “rod,” “square inch,” “gallon,” etc., learned concretely in a lower standard, are often hazily understood by the same children two or three years later, because the concrete has not been referred to during that period, the teacher evidently considering that what was taught in one class will be necessarily remembered later on.

And this last point brings me to another reason why the teaching in arithmetic has been so unsatisfactory, viz., the absence of proper revision exercises. The lamentably weak excuse for failure, viz., “Oh! it's three months ago since I taught that” is still made by some of the teachers. Without going so far as the old adage that “*Repetitio mater studiorum*,” still there is no doubt whatever that, without careful attention by the teacher to the systematic revision of work, children will rapidly forget, and concepts that were once clear will become more or less nebulous.

It is also noteworthy that in schools in which the Written Arithmetic was a failure, the Mental Arithmetic was invariably a failure also. It seems almost impossible to secure for the mental work anything like adequate attention. Too frequently, too, even when it is given, it is not well given. To be of any value the teacher must satisfy himself that *every* child is making effort; he must not be deluded by mere shows of hands. Definite tests should be regularly prepared beforehand, and a time limit given in which the various sums set must be worked. As a general rule, *written* answers should be required. An inspection of the *wrong* answers would often prove instructive to the teacher.

It is also possible that the curriculum itself may be defective, and form a contributory cause of the failure recorded. If such were the case, one would expect to find the inherent defects, if any, of the curriculum making themselves felt in those schools in which the actual teaching was good. Now the general defect, even in our best schools, is *inaccuracy* in the working of the various problems, and the persistence of this defect seems to point to a weakness in the curriculum.

Of the curriculum as a whole one must speak well. It is, on the whole, logical and scientific in its arrangement. It insists above all on the cultivation of the intelligence of the children, and the manuals on the subject which the Department issues are generally excellent and worthy of much better study than they receive. So strongly did the author of the manuals insist upon the child thoroughly understanding every number he handled that express limitations were put upon the numbers employed in the various standards. Our curriculum, largely based upon these Manuals, limits Standard I. children to the number 100, Standard II. to 1,000, Standard III. to 100,000, Standard IV. to 1,000,000.

Now the result has been, however, that children come to Standard III. at about the age of  $9\frac{1}{2}$  years without any facility in what is generally called "handling figures." The numbers have been so small that the demand for accuracy has hardly made itself felt. In Standard I. the work with numbers to 99 is practically mental work. Hence it comes about that the teacher of Standard III. finds himself heavily handicapped. A number of operations, e.g., long division, multiplication of money, etc., which demand accuracy, and sustained effort after accuracy, have to be taught to children who, so far, have not dealt with a number exceeding three digits.

Herein, I think, lies a real source of weakness in our curriculum. To presuppose that a child at eight can understand the number 100, but that he must be a year older before he can comprehend 1,000, and having comprehended 1,000, that he must wait another year before he can comprehend that 100,000 is really 100 groups of 1,000 each, does not appear to me to be in actual harmony with fact. Indeed it is, I think, open to question whether any child can possibly form clear concepts of number beyond a certain limit. How many adults for instance could estimate a crowd at a cricket match as five thousand or eight thousand? To the child such figures merely denote "a very big lot," as he would himself probably express it. I am strongly in favour of the concrete teaching of the hundred and the thousand still as we have it, but I can see no reason why three years of school life between the ages of 8 and 11 should be spent in reaching the hundred thousand. Once the hundred is taught thoroughly and concretely, I can see no reason why the child should not be introduced to the 1,000, i.e., to ten groups of 100, straight away. This might reasonably be done in our Standard I. Then when a child is promoted to Standard II. he might easily be taught that 100,000 is only 100 groups of 1,000. The argument that he has no clear idea of the number 100,000 in concrete form would of course be valid, but it is equally valid even when he comes to Standard III., or even to Standard VII. Though he can form no very clear idea of what 100,000 represented by sheep or men or birds would be, beyond that it would be "a very big lot indeed," still he could understand the number as it is understood by adults even, viz., 100 groups of 1,000, and this is as much as one can hope for or as is really necessary. "It is not necessary," says Compayré, "that the child conceive, when he computes, the content of numbers." My first point of objection to our present curriculum then is that the arbitrary division of number, in limiting the number work of Standard I. to 100, and Standard II. to 1,000, does not give the child sufficient practice in handling figures, and does not make sufficient demand on his power of sustained accuracy.

Another objection lies in what I might term the abuse of the problem in the *written* work of Standard I. and Standard II. It is no uncommon experience to find children in these standards quite able—owing to the limitation of numbers referred to above—to work mentally the problems set and write down the answers, but unable to "set out" the sum in the form required by the problem. This is particularly the case when more than one operation is involved in the solution. Any slight alteration in the wording puzzles them instantly, and a new "type"—if I may use the expression—often works havoc. It is no exaggeration, I think, to say that the teacher's dread in these standards is lest the inspector may give a problem not like one the children have had before. And this is not necessarily because the teaching has not been good. The question set in problem form for paper solution in proper form becomes an abstraction to the child, and his difficulty is real. Let me illustrate. Suppose I ask Standard I. in their *Mental Arithmetic* "How often can I take eight cherries out of a basket holding 48 cherries." The answer comes readily and without difficulty. But if I write the same question on the board, and require a written solution, a number—not the brightest, of course—are at once puzzled how to set it down—whether to make a subtraction or a division, etc., and how to word the steps.

*Mentally* such exercises are easily within grasp.

To sum up then, I am of opinion that our curriculum would be more effective if we made alterations in the work of Standards I. and II. We should increase the numbers used in the *written* work in addition, subtraction, multiplication, and division, and we should, in these standards, give the problem work—confined almost wholly to one operation—for solution *mentally*.

Some change is imperative. The present syllabus has been in operation over seven years, and our arithmetic, in the majority of the schools, is bad. While I am of opinion that poor teaching is very largely responsible, yet the lack of accuracy year after year in schools where the teaching is good seems to point to a radical defect somewhere in our syllabus.

#### MUSIC.

The work in this subject needs attention. We cannot hope that all our teachers will be able to teach this subject. Some are quite unable to sing, and a few have no knowledge of musical notation; but there should be no reason now to prevent our schools from reaching the standard attained in at least two of the other States. We have quite a large number of schools, especially the bigger ones, in which the singing will hold its own with anything in Australia, but on the other hand we have a large number below the mark. Then, too, the curriculum could, I think, be improved. It provides for a course in Staff Notation, or an alternative course in Tonic-sol-fa Notation, and almost all the schools take the latter, which, though undoubtedly the best for teaching children, nevertheless is practically a *school* system—i.e., the child does not have to do with it once he leaves school. Now, as almost all music, from the ordinary ballad to the works of the masters, is written in Staff Notation, it follows that unless some Staff Notation is taught in the schools, we practically turn out our scholars solely dependent on their "ear" for

further musical knowledge. Believing as we all do in the great educative, refining, and inspiring power of good music, it is a pity that the great majority of the schools, by taking the Sol-fa system only, neglect to place the ability to read the Staff Notation within the reach of all our senior scholars, so that the love of good music that has been fostered in the schools may not be allowed to die out when these children pass out of our hands.

A rearrangement of the curriculum, whereby both the Tonic-sol-fa and the Staff Notation systems could be judiciously, blended would prove far more effective than the present system, which prescribes one or the other, but not both. The two systems are complementary, not mutually exclusive.

#### GEOGRAPHY.

This subject, on the whole, shows to advantage. The majority of the schools show good work, and the teaching methods observed are generally sound. The plan drawing in the lower standards and the mapping in the upper standards are still defective, and the remarks and suggestions made in my last report still hold good.

#### ENGLISH.

There is room for considerable improvement in this subject. The teaching of English both in grammar and composition demands good method, and it is to the absence of skill on the part of the teacher that the general weakness in this subject is traceable.

#### GRAMMAR.

In Grammar the methods are formal: the schools in which analysis, for instance, is an intelligible exercise to the majority of the children are not common. As far back as the 16th Century Montaigne complained that "We labour only at filling the memory and leave the understanding void." The same complaint could with justice be made of much of the grammar teaching in our schools to-day. Children learn a lot of forms and expressions which are almost wholly meaningless to them. Judging by the answers, written and oral, that one frequently receives, the grammar lesson must be a wearisome, soul-deadening time to many of the children. The chief defects of the teaching may be briefly noted:—

1. Far too little actual teaching and explanation: Abstract ready-made definitions are given by the teacher, not arrived at by the children as the result of the teacher's exposition. Though such ready-made definitions may be memorised by the children with perfect accuracy, it by no means follows that they have really learned anything. It is hopeless to ask children to apply a generalisation which conveys no meaning to them, and yet this is precisely what is often done.
2. Abuse of purely oral work: It is very noticeable that classes which, judged by shows of hands, seem to have a very fair knowledge, when asked to do their work on paper often display much ignorance. Of course the reason is easily seen. In oral work the tendency is for the teacher to supply the connecting thought-links; when a child is asked to work on paper he has to do this for himself. There should be ample oral work in the actual teaching, but if in their tests teachers would rely mainly on written work (carefully corrected and supervised, of course), the answers of the children would often awaken them to a knowledge of the futility of their methods.
3. "Groove-teaching": The Department neither supplies nor recommends any text-book in English, and it is to be feared that out-of-date text-books form the source of inspiration of many teachers. A number teach the subject to-day as they taught it years ago—they have got into a groove. The same set of examples are used time after time; the one point of view is kept year in and year out, and the teaching becomes dull, mechanical, uninteresting.

#### COMPOSITION.

In this very important branch of English, faulty method is frequently noticeable. Children are often expected by their teachers to write compositions *without being shown how to do it*. Though on my daily rounds I have many times been in schools when written composition was the subject set down for the lesson, not once can I recollect having seen a teacher on his own initiative attempt to *teach* the subject. The general practice is to read a story, mostly of no literary form or merit, and of the type that finds its way into the funny column of a newspaper, and to require its reproduction; or to propose the theme of a short essay and require the children, *extempore*, to write upon it. In no single instance have I heard any preliminary discussion with the children to indicate or lead them to see for themselves what treatment the subject proposed lends itself to; and though, as a rule, the previous day's work has been corrected laboriously by the teacher, in no case have I heard any criticism of that work by the teacher to the class as a whole (or even to individuals), or any discussion of common errors that were noted by him when marking the exercises. Good composition is admittedly difficult of attainment: the absence of any definite teaching scheme is therefore inexplicable.

In my last report I referred at length to this subject, and indicated what I thought would be a correct course to pursue. The same remarks apply equally this year.

It is extremely disappointing to find so important a subject handled so unskilfully. In school after school I found children, who were being required to write essays and similar composition exercises, totally unable to use the common punctuation marks intelligently, unable to compose even a tolerably well-balanced sentence, and with no idea of correct paragraphing. And yet the teachers of these children are content to go on laboriously correcting day after day errors which skilful teaching would render, if not impossible, at least rare.



## HISTORY.

A new scheme has now been in operation a year, and, as far as can be judged, the definite statement of what is required, and the interesting set of readers that have been put into the schools, promise well for the success of the subject. The big drawback, in the small schools especially, is the lack of more than superficial knowledge on the part of the teacher. A number are still unable to stand alone; they teach and examine, book in hand. Next year they should be quite familiar with their work, and be able to give their lessons with more force and power. "The teacher," says Fénelon, "must animate his narrative with lively and familiar tones, and so make all his characters speak." He can hardly do that unless he knows his subject, and knows it thoroughly. History to children must be a story, a vivid picture of men and events and times, and the successful teacher of the subject is he who can make the past live again, who can project upon the screen of his listeners' imaginations, pictures that are clearly drawn and amply enriched with the picturesque detail that the child loves. The man who teaches with the text-book in his hand cannot do that.

Nearly three centuries ago a celebrated teacher, Nicole, wrote "If children study the history of a country, we must not neglect to show them the situations of places on the map. They should be shown pictures that represent the arms, the machines, and the dress of the ancients, and also the portraits of illustrious men." The advice is still good to-day.

The outlook for the subject should be hopeful. The want of a text-book in English History is much felt by the country teachers especially. I would strongly urge the study of Gillies' "Stories in English History for Young Australians," in which the author appears to have been very happy in his omissions as well as in his selection of matter.

## OBJECT LESSONS.

A very pleasing improvement in the character of the work done in this branch of study is noticeable. Quite a number of schools are now taking up nature study, at present in a tentative, somewhat uncertain fashion, but still, on the whole, intelligently, and with promise of better things by and by. It is a sign of better things when we find the old lessons—miscalled object lessons—on such subjects as the camel, the whale, etc., making place for the study of nature in the form of animal, mineral, or vegetable objects that come within the daily experience of the children. The training in correct observations, the unfolding of nature's great design, as shown in the simplest of created things, makes the study well worth a place in all our schools. There is a tendency to error noticeable at times in the selection of the subjects. We must be careful to see that the subjects chosen are such as can be studied for themselves. We do not want information lessons only on an object that is not present. "To instruct the young," says Comenius, "is not to beat into them by repetition a mass of words, phrases, sentences, and opinions gathered out of books; but it is to open their understanding *through things*. There is nothing in the understanding that was not first in the senses. We must not offer to the young the shadows of things, but the things themselves, which impress the senses and the imagination. Instruction should commence with a real observation of things, and not with a verbal description of them."

## MATHEMATICS.

The new mathematical syllabus has been in operation for a year now, and gives fair promise. The work in algebra and mensuration is much superior to the geometry, in which the tests given have produced on the whole poor results. The error in the teaching is very apparent, and it would be well to point it out at once while the subject is comparatively new. Too much reliance has been placed on the memory only. The syllabus is not exacting, and gives ample time to the teacher to make sure of his foundations, and to build steadily and with certainty. How far the error has gone may be noted from the fact that the mere substitution of numerals instead of letters in the construction work of the propositions caused a good deal of wavering or failure. More actual practical demonstration should be done. The results of the various theorems should be proved by actual demonstration to be correct. We must be certain that the pupil does not merely memorise but that he comprehends also. "Nothing," says Bain, "should be intrusted to the memory except that which the intelligence has perfectly comprehended."

## CONCLUSION.

In conclusion I have to express general satisfaction at the trustworthiness and steady effort of the teachers. I have endeavoured in this report to lay stress upon the necessity for further study of method. Method is to the teacher what the tool is to the mechanic; if the tool be not in first-class order, then the work suffers.

Especially must I express pleasure at the high sense of duty possessed by many of the teachers, in their endeavour to turn out pupils that are honest and manly and courteous. The refining influence of the school is visible in many an "out-back" place.

One looks forward to the time when every teacher will not only be recognised as an earnest and faithful worker, but also as a student and a thinker. We want the broad-minded and cultured man not only in the cities but in the country as well; the man who makes his mark in his district; who is not only a man among boys, but also a man among men.

WALLACE CLUBB.

16th January, 1906.

*Report of Mr. J. A. Klein, B.A., Inspector of Schools, 1905.*

MIDLAND, NORTHERN, AND NEWCASTLE DISTRICTS.

I have the honour to submit my report on the schools in the above districts. These number 67. The schools at Chittering Brook, Jumperding, and Narra Tarra (half-time) have been closed. Jumperding, however, has been re-opened. New schools were opened at Tuckanarra, Boogardie, Alma, Rudd's Gully (half-time), Elsternwick, Muchea, and Nunyle. Cossack, which was re-opened, was at first worked half-time with Roebourne, but is now a full-time school, Roebourne having been closed. Onslow was also re-opened, and a new school was opened at Derby. Several applications for new schools have been received and granted.

BUILDINGS, ETC.

These are, in the main, most satisfactory, and are in a good state of repair. Additions have this year been made to Maylands, Midland Junction, Cue, Day Dawn, Moora, and Bellevue. The premises are well kept in most cases and, generally, the mural decorations are good. Many teachers take a pride in the attractive appearance of the grounds, and in not a few schools they are well laid out, and neat flower gardens have been made. The common flowering annuals are mostly grown, as the long dry summer and the scarcity of water renders other growth almost impossible. Ornamental trees are planted in the rainy season but the large majority die off before the summer has passed.

The following schools deserve special mention for their well-kept grounds:—Broome, Mogumber, Irwin, Mingenew, Gingin, while Moonyoonooka continues to do good work with the Experimental Plots. At Nannine the Council kindly waters the trees, which are making really good headway.

INSPECTION.

This district may justly be styled the district of "magnificent distances," and much time is thus taken up in travelling from school to school. This year it has been necessary to cover no less than 14,500 miles. All schools that have been in operation for the whole year were visited for the Annual Inspection, except North Greenough Back Flats, Bejoording, and Mardo. The more distant schools, such as those in the Nor' West, and those between Nannine and Leonora, together with Peak Hill, received only the one visit, while it was found impossible to inspect the New Schools at Nunyle, Alma, and Rudd's Gully.

In addition, I assisted at the inspection of Fremantle Boys', North Fremantle Infants', Subiaco, Highgate, Perth Girls', East Perth, Highgate Infants', Newcastle Street Girls' and Infants', and also in the South-Western district for a fortnight.

The Roman Catholic Schools at Roebourne, Cue, and Day Dawn were examined individually, while those at Dongarra and Newcastle were visited.

I have to acknowledge, with thanks, the assistance given in the Mt. Magnet district by the Chief Inspector and by Mr. Inspector Gamble in a week's work at Geraldton and Cue.

REGISTRATION.

I am pleased to be able to report that this is generally satisfactory. Faults which have been noticed are due more to want of experience than to absolute neglect—only two such cases being recorded. The records are neatly kept.

CLASSIFICATION, ORGANISATION, ETC.

The classification of the pupils is left in the hands of the head teacher. In several schools teachers seem inclined to think that this classification should be determined by age rather than by actual attainments. The "school year" has been somewhat changed in many schools, and what may be termed the "Educational Year" now ends at December for all schools. This must really be of great advantage, especially when one considers the number of children transferred from one school to another. Schools where the "year" previously ended in June have attempted to work a two years' course in eighteen months. The attempt was marked by sound judgment, and was more or less successful. In one of the larger schools, however, it was found necessary to reclassify.

*Organisation* is fairly sound throughout. The smaller schools take advantage of the grouping scheme approved by the Department.

*Programmes.*—Early in the year "Suggested Quarterly Subdivisions" of the work in the more important subjects were published in the *Circular*, which have greatly assisted teachers in drawing up their monthly schemes.

*Examinations.*—These are held by the Head Teachers, and the regulations with respect to them have been faithfully followed. It should be mentioned, however, that it has frequently been observed that the marking is far too liberal. Classes at times have been credited with 80 per cent. and the like in various subjects, and are barely able to gain a mere pass at inspection.

The attendance in most of the schools is good, Geraldton being the best of the larger schools in this respect.

DISCIPLINE, ETC.

The order throughout the schools is satisfactory, but it is to be regretted that the mental effort is not, as a rule, as good as it should be. Occasionally I have had to report that the attention is of a very



inactive type, and the children, many of them, listless and passive. If the pupil's attention is to be held, he must feel that he is at any time likely to be called upon for an explanation, illustration, etc. Sitting silent every day at his oral lessons his interest becomes lost, and he grows indifferent. Until this mental effort is aroused, much of the teacher's work will go for nothing.

#### TEACHERS, INSTRUCTION, ETC.

During this year Inspectors have been able to form a better and truer estimate of the schools, inasmuch as all visits are now made without notice. In summing up the instruction imparted in this district, it must be borne in mind that of the 61 teachers in charge of schools, 26 are unclassified, and it cannot be expected that these will be able to put that thought into their work which is only gained by years of experience and training. While a fair proportion of this class are, it is to be feared, unable to thoroughly grip the more up-to-date methods, still, among them is found material of more than the average type. For such, a course of training, if it could be arranged, would be productive of great benefits. The only help they receive at the present time is during the inspection visits, and it is pleasing to note their anxiety to improve themselves.

The staffing of the larger schools is good, and, as the training college continues its work, will steadily improve.

On the individual subjects I beg to report as follows:—

#### READING.

The subject may be treated under two heads, namely, "reading as an art" and "reading as thought." Reading "as an art" is satisfactory in most schools, but reading "as thought" is far from so. It is here that the cultivation, knowledge, sympathy, and educative skill show themselves. And this is just what is not realised by many teachers who treat the subject lightly; give the lesson off-hand, and at the same time marvel at their poor results. Children, too, come up to the lesson unprepared, and it would appear, treat it as "so much time in class." They are able to read a paragraph fluently enough, but to them, many times, it conveys little meaning. Silent reading might be used to more advantage. As to the new "Literary readers"—one of the main objects in selecting them was to instil into the pupils a love for literature. It was hoped that the reading and study of the various extracts might have created a desire for a deeper and fuller reading of the authors. It is true that the books have been in use for one year only, still it is nevertheless true that in the majority of cases very little has been done to widen the children's knowledge of the various books from which the selections have been made. Libraries exist in not a few schools, but it is doubtful whether they are used to advantage.

#### WRITING.

My attention has just been drawn to some remarks by an experienced teacher on the "upright" and "oblique" hands. With these I quite agree, and I quote from them. "However, notwithstanding the fact that the vertical hand has been introduced in all our public schools, in commercial circles we see comparatively little of the perpendicular hand. This can be accounted for by the fact that very few pupils who have left school have any desire to continue a vertical hand; they look upon it as a 'boys' hand,' and want it changed into a 'business hand.' Furthermore, the teachers in our schools generally find that the vertical writing of the pupils in the copy books is excellent for legibility, and reads like print, but when it comes to dictation, where the pupil is compelled to write faster, the results are not at all satisfactory." It is now the opinion of many that "the oblique writing is more suitable than the vertical; is more flowing in style, more quickly executed, more artistic in appearance, and it is what business men want."

#### ENGLISH.

It can be said that formal grammar in itself has been taught fairly successfully, but it has been treated as if it were quite independent of the main aim of all English teaching—*Composition*; and perhaps no subject is productive of such poor results as this. At the inspection visits it is frequently noted that the oral composition and conversation lessons are not well given. They appear to lack thought in their selection, care in their preparation, while there seldom seems to be any continuity or finality in the work. It is only to be expected that at times "absurdity of matter" and "infelicity of expression" will be met, but the "pruning knife of time" will not smooth down these defects unless the work is more systematically and earnestly thought out.

The written composition should, in my opinion, commence lower down the school. As in the oral composition, sufficient thought is not given to the choice of subject for the written work in the upper school. It must be remembered that the "composition should follow, not precede, the pupil's interest." The correction of the errors is by no means sound, and in many cases consists of marking the books at the end of the lesson without any comment either on the work of individuals or on that of the class. One seldom sees the teacher's "fair copy," although at times the pupils' efforts are scored out beyond recognition. It is frequently noted in the composition that the spelling of the most common words is weak. I have examined schools in farming districts where really good marks were gained in the dictation test; but when the upper classes were asked to write a composition describing the implements used locally, etc., their spelling was lamentably weak. The teachers' earnest attention has been called to this defect.

#### ARITHMETIC.

It appears, on comparison with past years, that there has been little improvement, if any, this year. The weaknesses are most in evidence in the lower standards where the *Problem* work seems to present the greatest difficulties.

The accuracy in the upper school is not strong. This is due to two causes—first, the nature of the work in the lower school; second, the small amount of work done at each lesson. It has often been noticed

that during the arithmetic lesson three little sums only are worked, whereas anything short of five or six of the same type should be deemed insufficient. Practice alone will make children skilful in the use of figures.

Mental arithmetic has not been successfully taught. Sufficient use has not been made of the concrete appliances, and there is not nearly enough vigour and briskness put into the work. Rapid, short-cut methods have not been practised, and often upper standards have been found to fail when put to a vigorous test even on Standard III. and Standard IV. work. The need of teaching the theory of the written arithmetic has been thoroughly realised in some schools, but in many it is still overlooked.

#### DRAWING.

Perhaps in no other "schedule" subject are the smaller schools doing more successful teaching than in drawing. Throughout the district illustrated programmes have been prepared showing each week's work for each standard, and occasionally interchanges of programmes are made. In drawing up such programmes it has been urged that as far as possible the work should be correlated with Object Lessons, Nature Study, and kindred subjects. Of course, teachers are met who are unable still to rise above the old conventional type of work, but such are gradually falling into the small minority. The only section of the work which could be called at all unsatisfactory is the "Object Drawing." Teachers have been noticed attempting to give lessons when it is doubtful whether the object in question had ever been seen, much less carefully noticed, by the pupils. Others again assuredly have the object placed in front of the class, but commence the lesson with a "Draw that." Short suggestive hints should be given on the proportion, position, perspective, and general character of the object under consideration. I would recommend that freehand drawing be placed on the curriculum; such a course as that mapped out in Augsburg's new "Graded Practice Tablets, I.—XII." would be suitable for our schools at the present juncture. Brushwork is, on the whole, fairly satisfactory.

The drawing of the Central Greenough school is the best in my district, and is worthy of special commendation; while the brushwork at Newcastle is above the average.

#### GEOGRAPHY.

The work done in this subject may be classed as very fair. The old methods of over-classification and of learning off long lists of names have given place to more demonstrative and dramatic methods.

The weakest sections are the plan drawing and mapping. In teaching the plan, teachers hasten too rapidly, and frequently classes are found attempting to draw the ground plan of their room when they have no idea whatever of what is meant by scale, plan, etc. The results in mapping might have been very much better. Lessons on the globe to Standards III. and IV. are not regularly given, for often when wanted during inspection it is taken from its packing case, or an extra layer of dust tells only too truly of its scanty use.

It should be mentioned that the physical geography of the upper school is not receiving sufficient attention.

#### HISTORY.

A new syllabus has been in operation this year. The old history readers have given place to the "Story of the World," a much more suitable series. Upper classes, in addition, study English history. The work from the "Story of the World" has been on the whole well done, but the English history is unsatisfactory. However, as the syllabus is still new, further comment is deferred.

#### NATURE STUDY.

It is doubtful whether much real benefit has yet been derived from the study of this subject, and such a condition will remain just so long as teachers are satisfied "to content themselves with the dry unnatural field of books." Experiments have rarely gone beyond the germination of a grain of wheat or of a French bean, while the "deadening processes of analysis and classification" seem to be the main aim of the lessons.

Specimen cases are frequently non-existent, and many are found to be poorly stocked. Generally the work may be summed up as desultory and lifeless.

By far the best work done was that at Mullewa School, where the conditions are not as favourable as in most of the other schools in this district.

#### PHYSICAL WORK—DRILL.

The Inspector of Cadets personally supervises the work in the larger schools, and the following remarks will apply to small schools in remote parts:—

The large majority of the men have attended one or more of the Camps of Instruction held during August vacations. Not a few of these have carefully noted methods while under instruction, and have carried on the work in their little schools systematically and with no small amount of success. Some again evidently come back from camp with good intentions, but soon "lapse from grace" and become slipshod and careless. One is naturally much disappointed to find a man who has had the benefit of a school of instruction coming in front of his small squad with his work unprepared, and consulting his text book for every movement. A word of praise should be given to the lady teachers who have not had such advantages as the men, and who are doing faithful and honest work.

#### TEACHERS' ASSOCIATIONS.

The scattered positions of the schools and the difficulties of transit render anything like central organisations difficult. A good attempt, however, has been made on the Northern Goldfields, and similar steps might be taken in the Geraldton and Moora Districts.

#### TEACHERS.

It is pleasing to be able to report that the teachers as a body are earnestly and conscientiously doing the great work they have chosen to perform. The very large majority are doing their best for their pupils; they seem eager to learn and are ready to impart their knowledge, as far as they are able, with "a discerning judgment, wise liberality, and a noble magnanimity."

26th January, 1906.

J. A. KLEIN.

### *Report of the Principal of the Training College, 1905.*

I have the honour to forward my Report upon the working of the Training College for the year 1905.

The College year closed on the last day of August with 55 students, classified as under:—

Students.						Men.	Women.	Total.
Of the 3rd year	...	...	...	...	...	6	8	14
" 2nd "	...	...	...	...	...	4	17	21
" 1st "	...	...	...	...	...	4	16	20
Totals	...	...	...	...	...	14	41	55

This total, compared with those of 1904 and 1903, shows increases of three and 18 respectively.

Fourteen completed their course and passed from the College to take up work in the schools at the close of the August vacation, and 20 men and women, who had all served a probationary period as monitors, entered. This readjustment gives a total of 61 students, the maximum number yet reached, and one in excess of the class-room accommodation provided by the building.

In accordance with the scheme adopted in 1904, the students who entered in that year will leave the College in 1906 with those who entered in 1903.

Those now attending lectures are classified thus:—

Students.						Men.	Women.	Total.
Of final year	...	...	...	...	...	8	33	41
" first "	...	...	...	...	...	9	11	20
Totals	...	...	...	...	...	17	44	61

Of the 61, 13 men and 26 women are in residence. Several of the women are non-resident simply because the cubicles provided are insufficient in number to meet the demand for them. The accommodation provided for the men is, however, somewhat in excess of the present requirements.

Of the fourteen students who qualified as teachers in August, the following obtained the highest classification possible:—C. Palmer, H. Graham, J. P. Tuke, D. Horley, E. M. Sheath, and J. Woods. Of the others, T. Edmondson is worthy of special mention for the rapid advance made both in professional work and studies.

#### THE BUILDINGS AND GROUNDS.

After much delay the Practising School was completed by July. It stands in the North-East corner of the grounds. Unpretentious in appearance it is scarcely in keeping with the rest of the buildings, but what it lacks in this respect is balanced by its proximity to the College, its appropriateness for the purpose for which it was built, and the evident care displayed in building it to suit the climatic conditions prevailing.

One of the College class-rooms has been converted into a science room, which, though somewhat small, in most respects serves its purpose admirably. Provision has been made that each student has a section of the room to himself, with the necessary accommodation for test tubes, appliances, etc.; thus comfort is secured and independent effort fostered. To allow of the use of the lantern for illustrating lecture work, structural alterations were necessary in the lecture hall: these have been carried out and prove a boon to the lecturers.

As each year passes the grounds present a neater appearance, due in part to the fairly rapid growth of the couch grass and the gradual clearing of the scrub.

#### LIFE WITHIN THE COLLEGE.

The health of the students has been good, but not quite so satisfactory as in 1904, when there was not a serious case of illness throughout the year. Of the few cases calling for notice in the year just closed, practically all were quite uninfluenced in their origin by residence in the College and its attendant work. In one or two instances delicate constitutions possibly found the continued strain of concentration a contributing cause.

That healthy rivalry with other clubs, schools, and colleges in games—tennis, cricket, and football—so obviously necessary for students resident in the one institution and making for the one profession, found much opportunity for exercise during the past year. Apart from the exercise and associations, it has brought with it much pleasure and increased interest in the corporate life of the College.

In all games the College teams competed with considerable success. In football the college team won both cups offered for the premiership of the grade in which it was entered. To the thoughtful and keen interest displayed in these games by Mr. Wardrop and Mr. Lee, the students owe much of the pleasure gained and the success achieved.

The literary society met several times during the year, and continues to flourish. Here, as in sport, students past and present meet on common ground.

As a body the students appear happy and contented in their lot. The tactful and skilful direction of the domestic side of the College by Mrs. Phillips helps materially in bringing about this desirable condition.

### THE CURRICULUM.

Very few changes have taken place in the curriculum. The teaching of composition has broadened, it being felt that special and direct teaching was necessary in this subject, since most had evidently been taught mainly from the observational side of composition teaching, and possessed as the result of very little reading outside of school texts a limited vocabulary, with a still more limited scope of expression. As often as time and facilities permitted excursions were made in connection with the teaching of physiography, to add realism to and vivify it, to associate clearly and closely the class-room work with the facts as found in Nature. I had hoped to have further increased its realism by instituting some practical work in the way of recording cloud conditions, rainfall, readings of barometer and thermometer, rate of wind, etc., and then graphing the results for purposes of comparison. This work is now being commenced, the delay having been occasioned by the non-receipt of some of the requisite apparatus.

Later, when students arrive with some knowledge of Latin and a more general acquaintance with geometry and algebra, the lecturers hope to do more successful work in the former, and to be able to give some of the time now devoted to the latter to other subjects.

At present descriptive geography is taken up throughout the whole College course. I sincerely trust to be able to arrange that less attention be devoted to a subject which requires "much getting up" for examination on the part of the student and but relatively little assistance from the lecturer. One division of the world well treated should put the student in the proper attitude to master whatever is necessary at a later date.

Miss Matters retired from the position of Instructor in Elocution and Voice Production in June. Her efforts met with considerable success, more especially in securing improvements in tonal quality and greater deliberation. Mr. Hart continues to instruct the men students in his special subject. The success of his work is evidenced by the fact that four of the six men retiring received first-class certificates in Manual Training, and the others second class. During the year Mr. Reilly of the Cadet branch took over the instruction in drill.

Miss Alder, the lecturer in Kindergarten, was absent on leave during Michaelmas term—her course of lectures, however, was completed during the preceding term by increasing their number. As in former years she has rendered valuable assistance in the training given those students specialising as Infants' teachers. The lectures in Domestic Economy, discontinued in 1904, were resumed with the appointment of Miss Jordan, immediately following the Easter Vacation.

### THE MAKING OF THE TEACHER.

The outgoing students who passed from the College in August suffered in a degree from want of opportunity of putting into practice under direction the theoretical instruction received in the College. At times, certainly, when lecture work permitted it, the two tutors and myself contrived to see the students in charge of classes, and thus to give advice on the work actually in hand. Mr. Gladman also helped for about three weeks. But, of course, only a limited amount of such visiting was possible, and for the most part the students received opportunities for practice only. This certainly tended to beget a moderate amount of self-reliance and resource, but, left to themselves, they sometimes accepted conditions and developed tendencies not altogether in consonance with the best canons of teaching. On a few occasions the head teachers of some of the Metropolitan and Sub-Metropolitan Schools afforded me much assistance by granting opportunities for class-management and facilities for observing individual teachers at work and the general management of the schools. In several instances, too, head teachers and assistants displayed a warm and kindly interest in the students at their work. For this assistance a sense of deep gratitude remains with me.

The College has waited several years for a school equipped, staffed, and conducted as a Practising School pure and simple. In July such a school, closely associated with the College and placed within the grounds, was opened under the headship of Mr. P. H. Gladman, M.A. Its influence for good is already making itself felt in the practical work of the student teachers. In addition to the value of the school from the practical side, I feel sure it will help in the broadening of views, necessarily immature and limited in scope; conduce to a keener interest in the lectures, and give a deeper meaning to the problems of education. Mr. Gladman is assisted by Miss Elsie Wright, a former student of this College, and Mr. T. J. Milligan, formerly of one of the New Zealand colleges. The practical work is under the guidance of the Headmaster, but each member of the staff shares in the duty of giving model lessons, rendering timely advice and assistance in class-management, and directing the general procedure of the students. The opportunity now given of making theory and practice go hand in hand, of correcting practice by principles and proving principles by practice makes the outlook bright indeed, especially in comparison with former years, and full of hope.

### TRAINED TEACHERS.

*The supply and the demand, and the work of the College in relation thereto.*

For many years the main sources for the supply of trained teachers have been the Eastern States and the Motherland. During the past four years the College has been a contributing factor, important and increasing.

In August next, when students of both two and three years' standing will complete their prescribed course of training and enter the schools as teachers, the number (40) will be so large, i.e., comparatively, that the immediate demand for trained teachers will undoubtedly be met. Thus the College should, through its functions of educating and training teachers, succeed in making the output equal the ordinary requirements of the State. In subsequent years it should be an easy task to regulate the numbers admitted to the likely demand.

The permanent teaching staff of the College remains as in 1904, the lecturers being Miss Sutton, Miss Alder, Mr. Wardrop, and Mr. Lee.

W. J. ROONEY,  
Principal.

The College, 23rd February, 1906.

## *Report on Physical Work, 1905.*

I beg to submit my report on the physical work for the year 1905.

During the year I made 123 visits to the 40 schools which come within the sphere of my work. I also inspected or assisted at the ordinary examination of Kalgoorlie, Boulder, North Kalgoorlie, Kookynie, Mount Malcolm, Gwalia, Menzies, Fremantle Boys', Beaconsfield, North Fremantle, White Gum Valley, Beechborough, West Swan, and Middle Swan.

As this is the first year in which the full physical curriculum has been attempted in the schools, it is satisfactory to be able to report that the work shows a marked improvement on the past year. The average efficiency mark in 1904 was 65 per cent., which in 1905 has risen to 75. The mere difference in the percentage does not indicate the true difference in the standard of the work from a physical culture point of view, as the tests applied in 1905 were far more severe than in 1904. The chief factor in producing this satisfactory result is the increased skill shown in the actual instruction. I regret to say that the general organisation in the schools shows little or no improvement. I wrote at considerable length on this defect last year. I then pointed out that the general organisation of the physical work in our larger schools was by no means in as satisfactory condition as the internal organisation of the various drill divisions—in other words, the teaching was in advance of the general arrangements made for carrying out the work. The time-tables are, as a whole, in my opinion, still unsatisfactory. It is absolutely essential that every child (abnormal cases of course excepted) should receive *at least* 20 minutes' physical exercises daily, and this time should represent a minimum. Last year I quoted at length statistics to show the divergence in thought that exists between ourselves and other nations on this point. I would again instance the cases of Germany, France, America, and Japan. We find in these countries that two hours a week appears to be the minimum, rising to five hours as a maximum. If we accepted their minimum as our maximum, we would even then devote but eight per cent of our school time to this important branch of education, and if the mind has 92 per cent. of the time devoted to it, surely the body is entitled to eight. The average time given to this subject in our schools last year was approximately one hour a week, representing four per cent. of the school time. This shows a marked onesidedness.

In 1904 I dealt with the arguments brought forward by the general public against the scientific teaching of this subject. I will now deal with the objections usually put forward by teachers. They assert, in the first place, that "the curriculum is overburdened," and, secondly, that only such time should be devoted to the subject as is necessary to actually teach the various exercises set out in the curriculum. Both statements are equally fallacious. The first fallacy arises from the fundamental misconception that each subject mentioned in the curriculum must be looked upon as a separate whole, whilst the truth is that curriculum can best be treated by grouping the subjects under seven or eight heads. Proper grouping and correlation of subjects tends not only to increased efficiency, but means a considerable saving of time—and time is an important factor in school life of to-day. The first difficulty that faces a teacher in preparing a time-table is to strike a due balance between subjects. This difficulty is increased in almost direct ratio to the number of subjects that have to be considered. Consequently, if we reduce the many apparently separate subjects to seven or eight by grouping them under their logical heads, we immeasurably lessen our work. We not only lessen the work, but we render it more difficult for an unfair balance to creep in. Once having settled the time which each of these groups is entitled to, our next step is to allot a due proportion of this time to each subdivision. There is no suggestion that there exists such a thing as an absolute balance between subjects, but the variation in normal schools will be very slight. This fallacy is only the immediate cause of this defect in our time-tables; the true cause lies much deeper in the self-complacency of the British race; and, to quote a writer in the *Nineteenth Century*, as far back as 1881, "it is extremely difficult to persuade a Britisher that there is any quality in which he is inferior to those born on other soils than that of Britain, and if there is one quality more than another upon which he prides himself, it is his physical superiority to the men of other nations." The superiority exists largely in the imagination. The second fallacy is so patent that it would not be worth an answer but for the fact that one meets it so often. The mere fact that children know, and are able to perform a number of physical exercises, forms but a very small part of what is essential. The important factor in physical work is the constant daily practice, and it is on this account that I urge the adoption of more scientific and liberal notions. The present curriculum is arranged on the basis that it can be covered, so far as the actual teaching of the exercises is concerned, in about six months, but it was hoped that the remaining six months' constant practice of exercises, which are already known, would produce that true physical development which is the sole aim of physical culture.

I regret that I am unable to report any progress in the important matter of dress. The subject is one of more than passing interest, but at present receives no consideration from teachers. In the *May Circular*, 1905, I wrote in the following terms on this subject, and I see no reason to change my views:—

"Too little attention is paid to the important matter of *dress*. Whilst it is quite possible to carry out the curriculum in ordinary school attire, many of the exercises would be far more effective if the children were dressed in suitable clothing. This applies particularly to girls (and more especially to the senior divisions), who should be warned against the injurious effects produced by tight underclothing. These girls should be encouraged to attend school in such a costume that the removal of certain parts would leave them in a dress suitable for engaging in physical work. I am convinced that the physical *heaviness* so noticeable in the boys in country districts is almost wholly due to their footwear. If their usual heavy boots could be replaced by light shoes—say, sand shoes—during their lessons in physical work, and the children be given foot and leg work, as set out on pages 132 and 133 of *Chesterton*, their present clumsiness would rapidly disappear. The necessity for proper foot wear in which to perform the exercises applies to all schools; but is particularly applicable to those in country districts where the

children almost always wear heavier boots than in town schools. The value of light shoes for physical work is always recognised by teachers when their schools are taking part in displays and competitions; but not thought of when the more important question of systematic physical training is being carried out. I have never yet seen a squad of children taking part in a display who were not properly clad so far as shoes were concerned, and I have yet to see a squad so clad when taking their ordinary but much more important work in school."

I trust that in my next report I will be able to show that our teachers have at length recognised the importance of suitable clothing in which to perform physical exercises.

The present system of examining this subject is unsatisfactory, and I would suggest an alteration, to take effect as soon as arrangements can be made. During 1905 I made, on an average, three visits to each school. At each visit the children were tested in so much of the work as had been already covered. The test applied consisted in seeing that the work was taken as far as possible daily, in testing with hand and eye, the effects that certain exercises are producing on the body and the muscles involved, and, lastly, in seeing that the physical curriculum was completed and known. These tests require to be supplemented by another—a measurement test taken at regular intervals. A certain number of children should be selected at the beginning of each year and a record taken of their measurements. The same children should be measured each quarter. Certain children could be discarded each year and new ones added to the list. If these measurements were carefully taken they would form by far the truest test of the value of our physical work. The mass of information thus obtained would indirectly be of immense value from a medical point of view on the relative development and growth of children at various ages.

Classes of instruction for teachers were held at Kalgoorlie during June and July, and at Karrakatta during the August vacation. These classes were attended by 94 teachers. The work carried out at both centres was very satisfactory. Since 1903 these classes have been held at regular intervals, and have been attended by more than 300 individual teachers. It is difficult to estimate the important bearing that these instructional classes have had on the physical work. The present satisfactory state of the work in the schools is directly due to them. They have enabled us to bring into active and efficient operation, in three years, a very satisfactory system of physical training. The result is the more satisfactory when we consider that the curriculum at present in use was then totally unknown to our teaching staff: whilst we have now teachers who have demonstrated practically and theoretically that they are capable of intelligently teaching the work. Whilst satisfied with the actual instruction, I am far from satisfied with the scientific treatment of the subject. This can only come with time. In our classes of instruction during the last three years the main idea was to send teachers forth capable of actually teaching the exercises. As the great majority of our staff knew little or nothing of physical exercises, the major portion of the time had to be devoted to teaching them the actual exercises which they were to re-teach in the schools. This has been satisfactorily and well done. I do not mean that the scientific side has been neglected, but naturally it has been subordinated to the practical need of the teachers for the time being. We have certainly in a lesser degree succeeded in giving some attention to those kindred subjects a knowledge of which is essential to the teacher of physical exercises. Here, however, our work has not been nearly so thorough as it is to be desired. The inter-relation between the physical and mental parts of a child is yet but poorly understood by teachers as a whole. Future camps of instruction for a few years should be extended to ten days and the time should be mainly devoted to lectures on physiological-psychology and hygiene, in so far as they are related to physical culture. If this be done for the next three years in our instruction schools, and the same course be made compulsory on all the younger members of the profession, the needs of Western Australia in this particular will indeed be well supplied.

There is one matter for regret in connection with the probable taking over of the cadet portion of our physical work by the Federal Defence Authorities, and that is, that that branch of the work will be partially divorced from the physical work of the rest of the school. In our State this has been avoided, as there has been only one controlling body, the Education Department. There can be little difference of opinion on the question that one mind should control the whole work. At present the future cadet, which in other words means the future defender of Australia if the necessity arises, begins his recruit work at the age of seven years. His body is gradually perfected and developed until the age of 12 years, when he is considered fit to be passed into the ranks of the cadets, and receive that higher training in military and physical exercises, embracing a knowledge of rifle shooting, which leaves him at 15 years with at least that elementary knowledge without which, in a case of emergency to Australia, he would be practically useless. Under the new *regime* it is probable that the two periods will not work so naturally and efficiently into one another. The difficulty can be got over by appointing the officer-in-charge of the physical work in our own State to the position of officer commanding cadets, provided for in the Federal Defence Scheme. This appears to me to be the only solution of a real difficulty and danger. If this be not done, the officer controlling the cadets will have no authority over the source from which he obtains his recruits. In a cadet system this is distinctly unscientific, and should if possible be avoided.

The annual meeting of the State Schools Amateur Athletic Association took place in May. The central point of interest was the competitions for the Governor's trophies. There were 26 competing schools, and the coveted honour of winning was shared by the Perth Girls' School, who won the flag, and the White Gum Valley Boys', who carried off the shield for the second year in succession.

His Excellency Sir Frederick Bedford further increased the State's indebtedness to him in this connection by presenting a handsome shield to the Eastern Goldfields schools. This fine trophy was won, after a very keen competition, by Coolgardie, the Kalgoorlie Central School being second, only one point behind.

One important branch of the S.S.A.A.A. work, namely, swimming, is very much hampered by the absence of proper baths in the city. In the immediate vicinity of Perth we have 5,000 school children who have reached the age at which they should be taught swimming. Of necessity, such children as do



learn have to travel to Claremont, a distance of six miles by railway. Many, of course, cannot afford to pay the railway fare, small as it is. The percentage of these 5,000 children who are able to avail themselves of the excellent baths at Claremont is very small indeed. I think it is of the utmost importance that something should be done in this matter at no distant date. There are few places in the Empire where proper bathing facilities are more required, from a comfort and health point of view, than Perth, with its long dry summer extending over a period of five months, and there are very few places where it can be more easily obtained. At the present time swimming could be taught with greater convenience at Kalgoorlie than Perth; and rational educationalists to-day assert that the art of natation is equally important as the art of notation.

In conclusion, I would like to summarise the points which I think require the greatest consideration in the immediate future. The time allowed to physical work in our schools is far too short and should be increased to at least two hours per week, which will then only represent eight per cent. of the school time. This is certainly not an excessive amount when one considers that the body is the executive agent of the mind; that energetic and sustained mental action depends on the support of healthy, well-developed vital organs; that good health is essential to the highest success in business life; that the bodily activity directly influences the development and organisation of the brain and the rest of the neurological system. Increased attention requires to be paid to the training of the teaching staff as a whole. The physical work, so far as the training of teachers is concerned, must be correlated to the course in physiology, anatomy, and hygiene, and this must not be mere book knowledge but must include a certain amount of practical experience. Due consideration to these two important points must produce in this State, with its splendid natural advantages, a race whose bodies and minds will be equally sound.

#### CADET FORCE.

*Organisation.*—During the year it was found necessary to modify the organisation of the metropolitan battalions by increasing the number to four. This was due to the increase in the number of cadets in the city and suburban schools. The new battalion is comprised of three companies from Perth Boys' and a company from Guildford and Midland Junction. There are now six battalions, four of which are at headquarters, one on the Eastern Goldfields, and one in the detached country towns.

*Enrolment.*—The enrolment has remained steady, but has shown a satisfactory and normal increase. The number enrolled on the 31st December was 1,310. The total number of boys available for cadet purposes was 2,900. The percentage of enrolment to the boys of cadet age in the schools was 46. This is exceedingly satisfactory. The enrolment could be materially increased if we were in possession of more equipment and if the cost of uniforms could be reduced. The uniform costs 25s., and forms a serious item of expense to many. The whole question of universal training for defence purposes rests—so far as the Commonwealth is concerned—on the cadets, and the question cannot be solved whilst a cadet force in uniform is alone looked to. I use the words "a force in uniform" to denote a force clothed in a military fashion. In my opinion this is not at all necessary. It has, besides other drawbacks, the effect of only giving to the force the boys whose parents can afford the expense, whilst many very desirable boys—and all boys are desirable in this sense—are precluded from taking part. In our own State there is a slight but very important difference between a cadet and a non-cadet. In our schools every boy from 4th standard upwards has to take a thorough course of physical training, and he has also a three years' course in purely military drill as far as company movements. The two elements, however, which the non-cadet misses are the all important one of rifle shooting and combined movements in battalion and brigade drill. The problem to be solved is how these difficulties are to be overcome. If it be absolutely necessary to have some uniform—I do not necessarily mean of a military pattern—then we cannot do better than follow in the footsteps of New Zealand, and adopt some simple kind of woollen sweater, with uniform knickers and hat. The whole outfit for a cadet under such dress conditions would not be more than 10s. The distinction between schools could be preserved by using school colours or badges. The life of such a uniform would be more than two years under normal conditions. From a comfort point of view, it would be preferable to that already in use. The effect on the enrolment would be to give us practically every boy attending school.

It would be impossible to carry out the requisite musketry course of such an increased number of cadets under our present system. However, the present arrangements for musketry are by no means as sound as they might be made. The cadet, after a course in aiming drill, has to leave his school and go immediately to an open rifle range and carry out his actual shooting practice there. The weakness lies in the fact that there should be an intermediate stage between the aiming drill and actual practice on a rifle range. This defect should be overcome by creating central ranges in big centres and a target in each detached school, where there was a teacher qualified to teach musketry. A miniature rifle and ammunition should be used. The actual targets for such schools could be made for approximately £2 each, the rifles would cost £1, and the ammunition not more than 10s. a thousand. Consequently, it can be seen that the outlay would be very slight and a mere nothing to the good work that could be done.

If we extended this school rifle practice to the schools of Class V. (in which there are at present no cadet corps) we would then have 3,400 boys undergoing a training in rifle shooting. If we restrict it to the schools in which there are corps at present, the numbers would be 2,900. We have at present 1,300 cadets who are being trained, which leaves 1,600 boys who are practically untrained in the use of the rifle. Under the system which I have roughly outlined herein, these 1,600 boys could be trained at an initial expenditure of £1,000, and an upkeep expenditure of £500 a year. Besides which, for the same money, the cadets already in existence could be put through a more thorough course than at present.

*Equipment.*—The equipment on charge on the 31st December was 1,250 Francotte rifles, 1,300 belts and pouches, 600 dummy rifles, 68 rifle racks, and 8 dozen chevrons.

*Musketry.*—The usual musketry course of 60 rounds per cadet has been carried out as in past years. This course, in my opinion, is insufficient, and should be extended to cover 120 rounds per annum. An extended course could only be carried out under some such scheme as I have outlined in a former part

of this report. There is not sufficient range accommodation to complete the firing of 120 rounds per boy, unless more time was devoted to this branch of the work than at present. The musketry is now carried out on Saturday mornings, but time precludes the firing of more than 60 rounds by each boy. If, however, we had central rifle ranges, and targets in detached schools, the children could be sent in regular drafts to the targets to complete their preliminary shooting, and only allowed on to an open range when their practice at school was sufficiently good to warrant it.

I would like to express my thanks to the Council of the National Rifle Association, and also to their Goldfields branch, for their generosity and kindness in arranging items for cadets on their annual programmes. Thanks is also due to Mr. Brennan, of Kalgoorlie, who kindly donated a valuable cup to be competed for by the Goldfields battalion.

I think, however, that the time has arrived when the cadets should assemble at Karrakatta and hold an annual meeting of their own. Such meetings are regularly held in New South Wales and Victoria, and have a marked effect on the shooting of the Cadet Force. I would suggest that the Department provide a challenge shield to be shot for by teams of six from each corps. Such a trophy would form a good central prize around which the meeting could be carried out. I do not mean that this meeting should be held distinct from the W.A.N.R. Association, but in conjunction with that body, but that two days should be specially devoted to the cadet matches.

*Reviews.*—The metropolitan cadets, to the number of 522, were reviewed by His Excellency, Sir Frederick G. D. Bedford, G.C.B., on the 24th May, Empire Day. His Excellency expressed his approval of the general steadiness of the boys and of the manner in which they carried out their work.

A general review of the city and suburban cadets was held by the Governor General, the Right Honourable Lord Northcote, G.C.M.G., G.C.I.E., C.B., on the 20th September. This review was attended by 730 cadets. There were also present on this occasion 640 girls from the State schools, who gave a display of dumb-bells, wands, and clubs. The Governor General expressed his keenest appreciation of the work done and of the excellent muster of cadets.

*Inspections.*—The metropolitan cadets were inspected by Brigadier-General Finn, Inspector General of Commonwealth Military Forces, who was accompanied by the Commandant, Colonel Wallace, R.A.A., on Saturday, 14th October. General Finn expressed his approval of the brigade movements carried out, and of the steadiness and precision of the boys whilst under arms.

I inspected the following corps during the year:—Albany, Beaconsfield, Boulder, Brown Hill, Bunbury, Claremont, Coolgardie, Cottesloe, East Perth, Fremantle, Geraldton, Guildford, Highgate, Jarrahdale, Kalgoorlie, Lake View, Leederville, Leederville West, Menzies, Midland Junction, Newcastle Street, North Fremantle, North Kalgoorlie, North Perth, Northam, Perth Boys', Plympton, Southern Cross, Subiaco, Victoria Park, White Gum Valley, West Perth, and York, and found them in a satisfactory state of efficiency, with three exceptions.

*Cadet Conference.*—I attended, at your request, the cadet conference held in Sydney in November last year, the deliberations of which I dealt with in a special report. The general work of the conference was to arrange a working scheme for taking over from the various State authorities the control of the cadet corps of the different States, and the placing of the cadets under the Federal Defence Department. The scheme drafted provides for the enrolment of 20,000 cadets. This number is to be distributed according to population, which will make our establishment approximately 1,200. These figures are likely to be increased to 1,800, as some of the other States are unable to obtain the establishment allotted to them. The Commonwealth authorities will also maintain a force of 3,000 senior cadets.

DISTRIBUTION.	STRENGTH.								EQUIPMENT.					
	Captains.	Lieutenants.	Col.-Sergts.	Sergeants.	Corporals.	Buglers.	Privates.	Total.	Rifles.	Drill Rifles.	Belts.	Pouches.	Chevrons.	Rifle Bags.
Staff ... ..	1	1	...	...	...	...	...	2	...	...	...	...	...	...
School Cadets ...	6	32	28	74	60	6	1,104	1,310	1,250	600	1,300	1,300	96	68
Total ...	7	33	28	74	60	6	1,104	1,312	1,250	600	1,300	1,300	96	68

March, 1906.

HUGH HUNT, Captain,  
Inspector of Cadets.



*Extract from the Report of Mr. F. G. Brown, B.A., on the Monitors' Classes, 1905*

During the year, 144 monitors came under instruction. They were distributed as follows:—

MONITORS' CENTRAL CLASSES.

	In attendance during the year.			Resigned.		Entered Training College.	
	Males.	Females.	Total.	Males.	Females.	Males.	Females.
Juniors, first year ...	8	21	29	...	1	...	...
Do. second year ...	7	23	30	...	1	1	...
Seniors, first year ...	5	10	15	...	...	4	7
Do. second year ...	2	10	12	...	1	1	...
Totals ...	22	64	86	...	3	6	7

Two monitors (males) were dismissed from the Junior (second year) Class.

MONITORS' CORRESPONDENCE CLASSES.

	On Register during the year.			Resigned.		Entered Training College.	
	Males.	Females.	Total.	Males.	Females.	Males.	Females.
Juniors, first year ...	9	13	22	...	...	...	...
Do. second year ...	6	24	30	...	1	...	2
Seniors, first year ...	3	1	4	...	...	2	1
Do. second year ...	...	2	2	...	...	...	1
Totals ...	18	40	58	...	1	2	4

The percentage of males has risen from 23 to 28. Of those who entered the Training College, 42 per cent. were males. The total number under instruction shows a decrease of 20 from last year's total. This is accounted for by the number of failures in the "Senior Monitors'" examination (1904), when many of the older students who had done sufficiently well under the old conditions dropped off in consequence of the more searching test. The senior classes, particularly those in the country, have therefore shrunk.

Three monitors were sent to the Training College without passing the "Senior Monitors'" examination.

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*Central Classes.*—The new building in James Street was taken over at the end of June. Owing apparently to somewhat hasty construction, the building has not settled down quite satisfactorily.

The fitting of the Science room was unavoidably delayed, and eventually we had to finish the year without bringing it into use. I wish to thank the officers of the Public Works Department for the careful and courteous manner in which my plans for this room were carried into effect.

The library has been deservedly enlarged. The instructors may well be proud of the fact that, although the majority of the books are historical and biographical, the cupboards are nearly always empty. It is difficult to agree that students do not read good stuff, when such books as we have are in constant demand. Apart from the volumes which they can get from our library, the students are encouraged to read such books as "Canada as it is," "Adam Bede," Josephus' "Antiquities," "The Virginian," Dante's "Paradise," "The Crossing," Southey's "Nelson," "Helena's Household," Avelbury's "Beauties of Nature." After careful inquiry I am satisfied that, with proper encouragement, the monitors, including those who have only just left the State schools, not only show themselves eager to read good books because they are recommended to read them, but the majority show pleasing signs of real literary taste.

As regards the curriculum, English grammar continues to be the weakest subject amongst the newcomers. It is to be hoped that a long-needed change in the school curriculum will lead to a more scientific method of teaching the mother-tongue. A general distaste for formal grammar is probably traceable to too early an introduction to the subject.

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A great deal of extra instruction and guidance has been voluntarily undertaken at the Central Classes in the matter of literature. Unqualified praise is due to Messrs. Potts and Hatfield for this work.

In Mathematics the teaching has been largely guided by the reforms that have been advocated for the past few years. As yet the examinations have been uninfluenced.

Mr. Hatfield is responsible for a course of Practical Mathematics, in which measuring instruments, such as the opisometer, calipers, spherometer, screw-gauge, and balance are used. The results to date are extremely satisfactory, and the greatest credit is due to the instructor mentioned.

In Music too much is expected in the "Senior Monitors'," and "C" examinations. The students of the Central Classes are now being given excellent instruction in practical music by Mr. Potts, but the majority of the candidates who sit for the theory examinations have had no such opportunities. For many, therefore, the paper examinations must lead to useless artificiality.

In Writing, the change in the Department's policy will undoubtedly lead to more respectable results. Hitherto there has been such a demand for uniformity of style that fluency has been neglected, while it has often been quite noticeable that "best writing" has borne no resemblance to the writing done under pressure of time.

The instruction in Drawing has immensely improved under Mr. Potts, whose influence has passed beyond the Central Classes, and is giving much-needed help to many who have been unable to interpret the school curriculum with success.

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*Correspondence Classes.*—The *Supplements* to the *Education Circular* for 1904-5 contain nearly all the instruction and guidance now necessary for the "Senior Monitors" and "C" examinations. Printing expenses will, therefore, be considerably lightened in future. In order to supplement what has been already published, especially where the curriculum has undergone change, small books of notes are being printed. The *Supplement* will in future contain only such help as is necessary, from time to time, in the working of a correspondence class.

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In one department of the work I should be glad to have greater demands made upon my time. I refer to inquiries in cases of difficulty and doubt. As a rule, there seems to be a misguided reluctance to appeal for help in the solution of difficulties met during study, as though students were afraid to seem not to know. Here the whole-hearted co-operation of the head teacher would be a great advantage, since he has opportunities of influencing the student's method of study such as a correspondence tutor can never obtain.

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*Acknowledgments.*—I have already referred to the good work being done by the two instructors, Mr. W. Potts and Mr. J. Hatfield. I have to thank these gentlemen for their stimulating co-operation in bringing the system of instruction to its present state of efficiency.

It is also a pleasant duty to thank a large number of teachers who, in a generous and sympathetic spirit, have done their best to make the monitorial system a success.

A matter for general congratulation is the marked improvement in the attainments of students now entering the classes in Perth. With but few notable exceptions, the country monitors, on the other hand, are for some reason below the average expected of pupils who pass out of the top Standards.

F. G. BROWN,  
Superintendent of the Monitors' Classes.

February, 1906.

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*Report of the Organiser of Manual Training, 1905.*

I have the honour to submit my report on Manual Training in the State Schools during the year 1905.

The following four additional schools have been equipped with the tools and apparatus for carrying on instruction:—Geraldton, Gingin, Katanning, and Narrogin.

An additional class has been established in connection with Midland Junction centre.

The following table shows the centres and schools where Manual Training has been in operation during the year 1905:—

Centre.	Bench Accommodation.	Contributory Schools.	Number of Boys enrolled during the year.
1. Albany ... ..	20	Albany ... ..	77
2. Armadale ... ..	8	Armadale ... ..	14
3. Boulder ... ..	20	Boulder, Lake View, South Boulder ... ..	248
4. Bunbury ... ..	20	Bunbury ... ..	57
5. Claremont ... ..	20	Claremont, Cottesloe ... ..	129
6. Coolgardie ... ..	20	Coolgardie, Burbanks ... ..	100
7. Day Dawn ... ..	12	Day Dawn ... ..	23
8. Donnybrook ... ..	16	Donnybrook ... ..	15
9. Drakesbrook ... ..	10	Drakesbrook ... ..	17
10. Fremantle ... ..	20	Fremantle, Plympton, Beaconsfield, North Fremantle, White Gum Valley ... ..	325
11. Geraldton ... ..	30	Geraldton ... ..	41
12. Gingin ... ..	10	Gingin ... ..	13
13. Kalgoorlie ... ..	20	Kalgoorlie, North Kalgoorlie, Brown Hill ... ..	188
14. Katanning ... ..	16	Katanning ... ..	17
15. Leederville ... ..	20	Newcastle Street, North Perth, West Leederville, Leederville, Thomas Street ... ..	231
16. Midland Junction ... ..	20	Midland Junction, Guildford, Middle Swan ... ..	170
17. Mornington Mill ... ..	8	Mornington Mill ... ..	15
18. Narrogin ... ..	20	Narrogin ... ..	26
19. Newcastle ... ..	12	Newcastle ... ..	18
20. Northam ... ..	16	Northam ... ..	90
21. Perth No. 1 ... ..	20	{ Perth, Victoria Park, East Perth, South Perth, High- } gate, Subiaco	307
22. Perth No. 2 ... ..	20		292
23. Picton ... ..	8	Picton ... ..	15
24. Pinjarra ... ..	10	Pinjarra ... ..	16
25. Wagin ... ..	10	Wagin ... ..	19
Total bench accommodation	406	Total enrolment ... ..	2,463

*Figures for year 1904.*

Total bench accommodation	334	Total enrolment ... ..	2,291
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*Increase this year.*

Total bench accommodation	72	Total enrolment ... ..	172
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**INSPECTION.**

Visits of inspection have been paid to all the centres and schools with the exceptions of Day Dawn, Geraldton, and Gingin. Pressure of work prevented my visiting these schools. I, however, gave the initial lessons to the scholars attending Gingin and Geraldton schools in July and October, respectively.

I am confident that it is absolutely necessary to pay, at least, two visits to each school during the year in order to maintain a proper standard of efficiency. This is obvious for many reasons, one of which is, that economic considerations have limited the training of the majority of our teachers. An additional visit often clears away many of the teacher's difficulties and leads to the adoption of improved methods of instruction. Although I found it impossible to visit every school even twice during the year under review, I hope to be able to make such arrangements as shall enable me to do so during the coming year.

**INSTRUCTION.**

As a general rule the progress made during the year is highly creditable. Perhaps the most serious fault noticeable is that some of our teachers have, in practice, regarded manual training as being something apart from the other work of the standards, and, as a natural consequence, have not seized the many opportunities that offer of correlating the work efficiently. Strange as it may appear, this fault is confined almost entirely to those teachers who are not devoting the whole of their time to manual training, but whose time is chiefly taken up with the other work of the school, and who have, therefore, better facilities for correlating the whole of the schoolwork than the teacher who is engaged wholly in the manual training centre.

On the other hand, the majority of our teachers neglect very few opportunities of efficiently correlating the work, with the natural result of a distinct gain throughout.

## DRAWING.

Generally, this branch of work shows steady progress and improvement. There are several centres where the boys' drawings are of an exceedingly high standard in every respect.

It is necessary to call attention to the following details:—Every woodwork exercise or model should invariably be preceded by a carefully prepared drawing, and this drawing should be made entirely by the pupil.

It is of decided advantage to have all the drawings, in the first year's course, made to full scale in order to allow of the model being placed on the drawing as a check against inaccuracy.

The observation of the following rules would be helpful in securing cleanliness and neatness in drawing:—

- (1.) The "sketching in" should be done faintly with an H pencil.
- (2.) Junction lines should meet exactly.
- (3.) Lining in should not be allowed until every trace of dirt has been erased by the india-rubber.
- (4.) Lining in should not be commenced until the woodwork is finished. This would avoid any possibility of the drawing becoming dirty owing to its being used on the bench to work from.
- (5.) The main lines should be of equal thickness throughout.
- (6.) The writing on the drawing, such as the title, the boy's name, the school, etc., should not be passed unless the teacher is convinced that such writing is the boy's best effort.
- (7.) The graining should be in conformity with the natural grain of timber, and should invariably be sketched in free hand, and fainter than the outline of the drawing.

Boys have a great liking for imitating the grain of timber, and the enthusiastic teacher seizes upon this as a means of developing his scholars' powers of observation, as well as their artistic instincts. Such development, however, cannot be brought about to any appreciable extent if copies are used, because in this case the boy is simply imitating a copy.

The proper method is to give object lessons on wood in such a way as to direct the boys' attention to the effects of the disposition of the annual rings, medullary rays, etc., on the appearance of the surfaces of the wood, and then to test the boys' powers of observation, etc., by asking them to give their individual impressions when graining their drawings. The adoption of this method tends to develop the boys' individuality as well as to stimulate their powers of observation, reflection, and imagination.

Every teacher should improvise a model illustrating the principles of solid geometry by constructing two hinged boards at right angles to each other, to represent the co-ordinate planes of projection. Without some such teaching aid it is extremely difficult—indeed, almost impossible—to inculcate even the most elementary notions of the true meanings of plan, elevation, etc.

## OBJECT LESSONS ON TOOLS, 'TIMBER, ETC.

There has been, on the whole, a gratifying improvement in methods in giving these lessons during the year under review. There are, however, still some teachers who do not take the fullest advantage of correlating these lessons with the lessons on geography, nature study or nature knowledge, drawing, and elementary science. Suggestions indicating how this correlation may be carried into practical effect were given in the April, 1904, issue of the *Education Circular*, and also in last year's Annual Report on Manual Training.

## PRACTICAL WOODWORKING.

Taken as a whole, this branch of the work has already reached a high standard of excellence. The very few schools where this is not the case have suffered chiefly because of the lack of properly "staged" models and exercises.

Unless a teacher has sufficient enthusiasm and love for his work to cause him to devise and prepare these for use as teaching aids, his pupils are working under adverse conditions, and cannot, therefore, make adequate progress.

As a general rule, most of our teachers succeed in leading the boys to devise, invent, and suggest the various steps necessary to work the models, to discover and report individually any errors made and what led to the errors being made, thereby giving full scope for the exercise of each scholar's powers of observation, investigation, invention, and imagination; as well as inculcating the important principles of self-reliance and resourcefulness.

## TEACHERS' EVENING CLASS.

This class resumed work on the 24th February.

Fifteen teachers were enrolled during the year, and the number on the roll at the close of the year was 12.

Three teachers sat for the first year examination, and one for the second year examination. These examinations were held at the termination of the year's work. All three candidates were successful in passing the full first year examination. The candidate for the second year certificate passed "*first class*" in "theory" only.

It may, perhaps, be well to again refer to the primary object in establishing this class, which was to afford facilities to teachers and assistants actually engaged in giving instruction in manual training to become more fully acquainted with their special work. What may be termed the secondary aim is to offer opportunities to other teachers in the service of the Department to qualify to give instruction in manual training.

The class, as a whole, worked very diligently and well, and the progress made was highly creditable.

#### EVENING CLASSES.

One additional evening class for adults was established in Bunbury, so that there were five evening classes working during the year, made up as follows:—Perth (2), Fremantle (1), Midland Junction (1), and Bunbury (1).

Splendid work has been done in these classes. As pointed out in my previous reports, the success attending these classes is largely due to the teacher's efforts to suit the individual needs of each member of his class, thereby causing such student to feel that he has every opportunity given him to make progress according to his ability and application. The classes are very popular.

#### HOLIDAY COURSE FOR TEACHERS.

The fourth annual holiday course was held in Perth during the recent Christmas vacation. Nineteen teachers from various parts of the State attended—9 for the first year's, and 10 for the advanced course. The results of the examinations held at the termination of the course were as follows:—Eight teachers passed in all three sections, and one passed in woodwork and theory—all of the first year examination. Three teachers were successful in obtaining a second-class certificate in the second year examination, and two others passed in woodwork and theory.

Two of the teachers who were taking the advanced course withdrew before the termination thereof owing to illness.

I am pleased to be able to speak in the highest terms regarding the diligence and enthusiasm of the teachers who attended the course; the work done, both in regard to quality and quantity, was in every way highly satisfactory. It is, however, unfortunate that those who attended the advanced course had not, between the period of passing the first year examination and attending this course, followed up their studies in Practical Plane and Solid Geometry, and Theory.

I must, therefore, again call attention to the fact that it is impossible to attain to the standard of a second year examination merely by attending and working, however energetically, a four weeks' course. Earnest study in all three sections of the work is imperative during the twelve months' period from one examination to the next following.

#### ANNUAL EXHIBITION OF MANUAL TRAINING.

This, the third annual exhibition, was held in the James Street School, Perth, on November 24th and 25th. The opening ceremony was performed by the Hon. Minister for Education (Mr. Walter Kingsmill, M.L.C.), who was supported by the Hon. Premier (Mr. C. H. Rason), and the Inspector-General of Schools. The speeches delivered by these gentlemen have served to do much towards correcting any hazy or erroneous notions concerning the aims and objects of manual training.

The exhibition was, without a doubt, the most interesting as well as the largest one of its kind yet held in the State; and this view was freely expressed on all hands.

I think it necessary to make it perfectly clear that none of the work was in any way specially prepared for exhibition purposes. It was a true and faithful representation of the normal work of the State schools' manual training classes.

A very pleasing feature of the exhibition was the large number of the boys' parents who attended.

The Press gave specially prominent and favourable accounts and descriptions of the exhibition. This is very gratifying because of the good that must accrue owing to the true aims and objects of manual training being brought so clearly and forcibly before the public.

In this connection it would be well to call attention to the following excerpt from a very able leading article which appeared in the *West Australian*:—

"Some misapprehensions still exist as to what manual training really is, as well as regards its objects. The notion that the instructors at these classes—because the children who attend them deal mostly in woodwork—teach their pupils carpentry or joinery, properly so called, or that they profess to teach a trade of any kind, is a popular error. It is just as much a mistake to suppose that these classes do the work, or essay to do the work, which properly devolves on the Technical School. They do nothing of the sort. It is true, however, that, by familiarising the boys with tools and by training their eyes and hands, they become, incidentally, better fitted to enter the workshop or the Technical School than are lads who are taken directly from a school where their education has been confined to what, for want of a better term, may be called the literary side. Manual training, reduced to its simplest terms, is nothing more nor less than hand training. Since, therefore, the vast majority of the boys who attend our State schools are destined to gain a livelihood by means of their hands, it is felt that we should have hand training as well as head training. A certain amount of dexterity in handling tools may easily be of more real service to the average boy on leaving school than that he should excel in mental gymnastics. A handy man is never at a loss to make shift for himself in an emergency. He is resourceful. His hand and eye are accustomed to work in harmony. He can contribute by his own personal exertions more to the comfort and convenience and to the artistic surroundings of his home than would be possible had his hand and eye training been neglected. But such training has its indirect, as well as its direct, advantages. The experience of the best teachers confirms the view that the training got

in the school workshop is so stimulating to the intelligence that the children who devote some hours a week to it actually do better in their own school work than those who have no manual training. The belief which still prevails in some quarters that this form of instruction is the fad of an educational cult is gradually being bereft of followers everywhere. The logic of facts and the test of practical experience are day by day proving the wisdom of the maxim of Bishop Comenius—the greatest educationalist of his day—‘Learn to do by doing.’”

#### INTERSTATE EXHIBITIONS.

Specimens suitably mounted and typical of the manual training work being done in the State Schools of Western Australia were forwarded, in March and December, to the Adelaide and Melbourne Exhibitions, respectively. From news to hand, it is apparent that these exhibits attracted more than ordinary attention and interest.

#### THE FUTURE.

It is contemplated to enlarge the existing centres so as to afford accommodation for thirty boys to work at one time.

I am of opinion that the appointment of monitors to these centres will prevent any loss in efficiency, but time alone will show whether the change from 20 to 30 centres is a step in the right direction.

#### TEACHERS.

These, as a body, have worked most assiduously and well, the result being that the work is exceedingly popular, and has attained to a high standard of efficiency.

16th February, 1906.

JOSHUA HART,  
Organiser of Manual Training.

## *Household Management Report for 1906.*

I have the honour to submit my Report on the Household Management Centres in this State, for the past year.

### NEW SCHEME OF INSTRUCTION.

Soon after my taking up the duties of organiser of the Household Management Centres at the beginning of March, the Inspector General of Schools requested me to draw up a scheme of instruction covering a three years' course for girls in Standards V., VI., and VII. of the State Schools.

The scheme I submitted to the Department was approved, and was adopted in all the centres from the first week in July.

### CHANGE OF TITLE OF WORK.

I also received permission to change the title of the work I am engaged in from "Domestic Economy" to "Household Management." This title, I believe, conveys to the minds of parents of girls attending the centres, a better impression of the nature of the instruction given.

The following table shows the centres and schools at which Household Management subjects were taken during 1905 :—

Centre.	Subject.	No. on Roll at end of June.	No. on Roll at end of December.	Contributory Schools.
Albany ... ..	Cookery ...	46	10	Albany.
Do. ... ..	Laundry ...	Not open	29	Do.
Boulder City ... ..	Cookery ...	82	53	Boulder, South Boulder, and South-West Boulder.
Claremont ... ..	Do. ...	64	86	Claremont and Cottesloe.
Fremantle ... ..	Do. ...	93	118	Princess May, North Fremantle, Beaconsfield, Plympton, and White Gum Valley.
Do. ... ..	Laundry ...	89	111	Kalgoorlie, South Kalgoorlie, North Kalgoorlie, Trafalgar, and Brown Hill.
Kalgoorlie ... ..	Cookery ...	71	51	Leederville, West Leederville, Newcastle Street, and Thomas Street.
Leederville ... ..	Do. ...	60	53	Perth, East Perth, North Perth, South Perth, Subiaco, and Highgate.
Do. ... ..	Laundry ...	22	63	
Perth ... ..	Cookery ...	138	167	
Do. ... ..	Laundry ...	44	124	

From this table it may be gathered that, at the end of the first half-year's course, 554 girls were receiving instruction in Cookery and 155 in Laundry work. At the close of the second half-year's course the numbers were 538 and 327 respectively, showing a decrease of 16 in the cookery centres, but an increase of 172 in the laundry centres.

From February to June a few girls received instruction in Housewifery in the Perth centre. These classes were discontinued owing to insufficient accommodation and the lack of a competent instructress.

### INSPECTION.

I visited one of the centres situated outside the metropolitan district twice during the year, and the other two centres once.

On one occasion I was able to give the instructress three lessons in practical work, and as a result I have noticed great improvement in the work done by the children under her instruction.

On another occasion I found most unsatisfactory work being done, and the instructress proved to be so hopelessly ignorant of the work required of her, that her services had to be dispensed with.

The metropolitan centres were inspected by me about once a month. On almost every occasion I found the work progressing favourably.

### INSTRUCTION IN COOKERY.

The first course consists of 22 lessons, followed by practice in plain household cookery, for girls in Standard V., and extends over a period of six months.

The second course is of similar duration, but is intended for Standard VI. girls, and includes lessons in cake and bread-making, and meat dishes which require more elaborate preparation.

### INSTRUCTION IN LAUNDRY WORK.

The first course likewise occupies six months, the lessons dealing in a practical way with the details of work which has to be performed in every household, on washing and ironing day.

The second course includes lessons on more advanced ironing, and the source and nature of the various materials and utensils generally used.

This subject is becoming far more popular than it was formerly, the children taking a keen interest in their work when ironing their own pinafores and blouses, or their fathers' collars.

The lessons in laundry work should be taken alternately with the first and second courses of cookery; thus comprising a two years' course for girls in Standards V. and VI.

#### INSTRUCTRESSES.

The staff consisted of six trained instructresses, two instructresses who had not completed their training, and one monitor.

During the last week of the school year, one of the instructresses and the monitor passed the final practical examinations for the "C" certificate examination successfully.

Save in one case, the instructresses have worked most conscientiously throughout the year, and their work in the cooking centres would compare favourably with that performed by teachers who have had a far more thorough and comprehensive training.

The Inspector General gave permission to close the first half-year's course of instruction at the end of the third week in June, and the following week was devoted to further training in practical laundry work, of all the instructresses of centres in and around Perth.

The result has been very favourable; the demonstrations given to children showing in nearly every case that the instructresses have benefited by the lessons received. I have noticed since, that most of the instructresses, are making the most of every opportunity they have, of increasing their dexterity in this direction.

#### ATTENDANCE AND DISCIPLINE.

The attendance is more regular and punctual than formerly, and the discipline in nearly every centre is excellent.

The method of registration showed marked improvement during the second half of the year.

#### TIME-TABLE FOR EACH HALF-DAY.

Every morning and afternoon, ten minutes are devoted to revision of the previous lesson, directly after the registers have been marked.

A demonstration or lecture lasting for half-an-hour follows, and then the teacher writes the chief points on the blackboard.

The children copy these notes into well-bound exercise books, containing sufficient room to hold all the notes they are likely to take during their household management course.

These books are neatly and carefully kept by nearly all the girls attending the centres. Writing the notes immediately after each lesson impresses the facts upon the children's memories, and renders them less likely to make mistakes in their practical work.

#### PRIZES FOR COOKERY AND LAUNDRY WORK.

Lady Bedford kindly offered a prize to the two girls who gained the highest number of marks in each subject. In every class, the two girls who gained the highest marks at the December examinations were allowed to compete for the prizes.

A girl attending Fremantle Cookery Centre from North Fremantle School gained the prize for cookery, and that for laundry work was obtained by a Subiaco girl attending Perth Laundry Centre. The prizes, two beautiful pictures, will be received with much appreciation.

The dishes cooked and articles ironed for the competition were on view on Saturday, December 9th, in the hall of the Perth Boys' School. They were much admired by the parents and friends of the competitors.

#### THE FUTURE.

With larger centres, in time to come, I hope to be able to take all the girls belonging to one Standard, on one half day, and thus obviate the continual breaking up of Standards, which is at present necessary in the larger schools.

I also hope to arrange more advanced lessons for girls in Standards VII. and Ex. VII.

Where possible, these lessons will be given in a Housewifery Centre, specially equipped for the purpose of giving the girls an insight into the daily and weekly routine of work, in a carefully conducted home. They will also be taught how to care for infants and invalids, and what to do in various cases of emergency.

Where such centres are not provided, these lessons will be given theoretically in the Cookery and Laundry Centres, and the practical work will embrace any housework which can be performed in such buildings.

MAY JORDAN,

Organiser of Household Management.



### *Report on Needlework for the Year 1905.*

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I have the honour to submit to you the following Report on Needlework for the year 1905 :—

A change has been made in the method of examining the subject this year. Formerly all school work was examined and reported on without personal knowledge of the schools or teachers. Errors could only be pointed out in written reports, but there was no opportunity of conferring with teachers or making the examination practical. The great increase in the work since I took the position of Inspectress of Sewing in 1894 made a change of system necessary. The subject is now examined in the same way as the other school subjects, viz., by visiting the schools. Owing to my absence from the State for six months, I was only able to visit the most important schools in the Metropolitan, Sub-Metropolitan, Goldfields, and South-Western Districts; sixty-four in all.

These visits enabled me to see how the work was being carried out, and to confer with and help the various teachers of sewing. Method, I found, was usually correct, especially in large schools. On the other hand there was too often a marked want of neatness in working the specimens. Much time was wasted from want of discipline during the lesson, and of method in the distribution of materials. There is a general disinclination on the part of teachers to teach sewing as a class subject, and so economise time and teaching power. In many of the smaller schools visited, where work was bad, I found it due to want of drill in the different stitches in the lower classes. A point which has not been sufficiently kept in view by teachers is working to time. I am glad to be able to report that the over-fine sewing which is so bad for the eyes is gradually disappearing. Cutting-out forms an important part of the Sewing Scheme. It has been introduced at an earlier stage than formerly, so that girls who leave school in Class VII. should be able to cut out any garment in ordinary use. Sewing in State Schools practically ends with Standard VII., but some girls, especially in country schools, continue it in the Ex-VII. Class. Where this is the case I would suggest that a certificate for needlework be given to those girls in this class who have taken the whole course, and passed a final examination in the subject. These certificates might be of practical use in helping them to obtain situations where skill in sewing was needed. The making up of garments is a vexed question, especially in Mixed Schools. It is often argued that it is time wasted, especially as most garments are now made by machine, but it should be remembered that the making up and sewing of the garment is the practical test of the pupil's ability to put to use the stitches already learned in school. Where sewing is intelligently taught, the garments can be overtaken during the last term of the school year, and they are the only proof that the work has been mastered.

The teachers as a rule work conscientiously. Those of the goldfields are conspicuous for their energy, and the excellent results they obtain, and they are closely followed by those of the metropolitan districts. Where there is conspicuous failure, it is due to want of training in the teacher, but this will diminish as the supply of trained teachers increases.

J. A. NISBET.

30th January, 1906.

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*Report of Mr. W. E. Wray, Chief Compulsory Officer.*

I have the honour to submit the following Report on School attendance for the year 1905:—

I am pleased to report that we have succeeded in maintaining the high average gained for the previous year. The percentage of average attendance to average enrolment was 84·76 (85). This is the highest rate yet recorded.

The following table shows the growth of attendance for each of the six years since "The Public Education Act, 1899," came into operation:—

Year.	Average Enrolment for Year.	Average Attendance for Year.	Percentage of Attendance to Enrolment.	Yearly increase on	
				Average Enrolment.	Average Attendance.
1900 ... ..	18,055	14,663	81	2,366	2,198
1901 ... ..	20,277	16,423	81·4	2,222	1,760
1902 ... ..	22,605	18,448	82	2,328	2,025
1903 ... ..	24,532	20,283	83	1,927	1,835
1904 ... ..	26,272	22,111	84·16	1,740	1,828
1905 ... ..	27,966	23,703	84·76	1,694	1,592

The average attendance for each quarter of the year was as follows:—

First quarter ... ..	84·20	Third quarter ... ..	85·94
Second quarter ... ..	84·66	Fourth quarter ... ..	84·03

The high average gained in the third quarter should have been maintained, but, owing to a severe epidemic of measles which occurred throughout the December quarter, the attendance at several of the schools was greatly affected. At one school in Perth district 200 children were absent at one time; whilst at another the attendance was below 50 per cent. of the enrolment for a whole month. The regulations concerning infectious diseases are very strict, and provide that any child showing symptoms of an infectious disease, or coming from a house where an infectious disease exists, must be sent home at once.

An important alteration to Regulation 114, dealing with the calculation of attendance, has been made. In previous years permission has been granted to omit, in the calculation of the weekly average attendance of a school, any day in which exceptional circumstances caused the attendance to fall below 50 per cent. of the number in average attendance during the previous quarter. This portion of the Regulation has been cancelled; consequently the attendance for the year represents the mean weekly average without any deduction whatever.

In New Zealand teachers are still permitted to cast out of account what are termed "excepted" halfdays, that is, every morning and every afternoon on which the attendances have numbered less than one-half of the number of pupils on the roll of the school. This naturally increases the percentage of attendance. I am not aware if this practice is followed in any of the other States, but would again urge the desirability of computing the educational statistics on a uniform basis throughout the Commonwealth. New Zealand apparently computes on our basis, and I have been assured that this system is the most reliable for obtaining the most accurate results of an average weekly percentage of attendance to enrolment.

The attendance at many of the schools was particularly good. In schools of Class I. (average attendance of over 400), Subiaco (West Perth district) takes first place with the excellent result of 93 per cent. On one occasion this school had 510 children present out of an enrolment of 518, the average attendance for the whole week being 489. Beaconsfield (Fremantle district) takes second place with an average of 91 per cent. Perth Boys' is third with an average of 90 per cent.

In schools of Class II. (average attendance of over 300), Fremantle Boys' obtained 91 per cent.; Geraldton, 90; North Fremantle, 89. In Class III. schools (average attendance of over 200), Plympton (Fremantle district) obtained 91 per cent.; White Gum Valley (Fremantle district), 89.

The attendance at the Goldfields schools shows a gratifying increase in regularity, and in many cases is now equal to that obtained in the more favoured coastal schools. The average attendance on the Eastern Goldfields (42 schools) was 86 per cent. On the Murchison Goldfields the average was 85 per cent. These figures show that the hearty co-operation of the parents has been secured in the efforts made to ensure a regular system of school attendance.

A short amending Act to "The Public Education Act, 1899," was passed by Parliament at the latter end of the year. It is now compulsory for all private schools to forward absentee returns monthly. By this means it is hoped to trace the irregular children and ensure a more perfect attendance. Provision is also made for dealing with incorrigible children, the parent being cited to appear and show cause why committal to an Industrial School should not be ordered.

Under Section 12 of the Act the Minister may, at his discretion, grant special exemption from school attendance for children between the ages of twelve and fourteen in case of poverty or sickness of the parents. 104 applications were received; in 62 cases full exemption was granted; in eight, partial. 34 were refused owing to insufficient reason being adduced in support.

Three hundred and ninety-six summonses were issued during the year, with the following result:—Fined, 304; cautioned and costs inflicted, 75; withdrawn, 2; dismissed, 2; committed to Industrial School, 13.

The services of the police have again proved valuable in assisting to enforce the provisions of the Act. Some of the officers take a keen personal interest in the work. In illustration of this it may be noted that the Sergeant of Police at Cue, on the Murchison Goldfield, presented two valuable gold medals for best attendance in the school. It is worthy of note that the attendance at this particular school averaged 91 per cent. for the year.

8th February, 1906.

W. E. WRAY,  
Chief Compulsory Officer.

## NOTES ON EDUCATION IN OTHER COUNTRIES.

BY MR. J. P. WALTON, CHIEF INSPECTOR.

The following notes on Educational matters made during my absence from the State may be of interest to teachers and others.

### INTRODUCTION.

I was absent for six months of the year 1905. Though the object of my holiday was primarily to revisit the old land and renew the friendships made previous to my arrival in Australia, I determined to spend a portion of my time in studying the systems of education in the countries visited. At the request of the Inspector-General, I inquired specially into Secondary Education in America, Switzerland, and England. In the last country named great advances have been made in educational matters in recent years, and the subject of Secondary Education has received much attention. The late Premier (H. Daglish, Esq., M.L.A.) provided me with introductions to the educational authorities in each of the countries visited, and in England our late Inspector-General (C. Jackson, Esq., M.A.) gave me his valuable assistance. I made copious notes during my visits to educational establishments, and summarised the conversations which I had the privilege of holding with many gentlemen eminent in the educational world. On my return I sent these notes to the Inspector-General (C. Andrews, Esq., M.A.), who forwarded them to the Hon. the Minister of Education (Hon. W. Kingsmill, M.L.C.). I have summarised these notes, and at the request of the Hon. the Minister they are published as part of the Annual Report.

It must be understood that this is in no sense an exhaustive report, but merely a record of notes taken in the hurry and bustle which a short visit to the Mother Country entails.

I have collated my notes under the following heads:—

- I. Secondary Education.
- II. Training of Teachers.
- III. Primary Schools.
- IV. Two Swiss Systems of Education.
- V. Buildings.

I am deeply indebted to the gentlemen mentioned in my notes. Without exception they received me most kindly, and gave me every possible facility to pursue my investigations, which were limited by the short time at my disposal. My special thanks are due to Dr. Heath, who occupies the position of Director of Special Inquiries and Reports in connection with the Education Department, Whitehall. I cannot speak too highly of the courtesy and kindness extended to me by the Doctor. He not only gave me many hours of his valuable time, but arranged for me two journeys, one in London and the Home Counties, and one in Switzerland.

Dr. Heath gave me an introduction to Herr Fritschi, of the Education Department, Zurich, by whose kindness English-speaking Professors accompanied me on my visits to Winterthur and St. Gallen—Dr. Gignoux on the former, and Herr Keller on the latter occasion.

### I.—SECONDARY EDUCATION.

Throughout my travels I gave my attention to the systems of Secondary Education obtaining in the several countries visited, and on all hands received valuable assistance, enabling me to see that class of work as it is carried on in Canada, in the United States of America, in England, and in Switzerland. The general plan adopted in England and in Switzerland (as also, I believe, in Germany) is to draft the child at as early an age as twelve (12) into the Secondary School, while in America the secondary school work is merely the natural continuation of primary work to the age of eighteen (18) from the time that the student leaves the primary school at the age of fourteen.

In the American system then, one school is built on the other—the primary being a full preparation for the High School. Thus the elementary course must be completed before the higher schools are entered, and there is no preparation for the advanced subjects taught in these schools. I found that it is the general opinion that this system results in the wasting of two years of school life, an opinion not only held by Dr. Heath, but corroborated by W. C. Fletcher, M.A., in his report on the Secondary Schools of America, written for the City of Liverpool Education Council. He says in his report:—"On the whole it seemed to me, and I found that American teachers themselves agreed with me, that at least two years are wasted somewhere in the course—boys of 18 are only where they might be at 16."

In passing, it is interesting to learn from Mr. Fletcher's report that "the work in the High Schools of the United States is mediocre, the discipline excellent." That while he did not "see the grossly bad work which we often get," yet that he was satisfied that he saw "constantly work done and accepted, which few English teachers would accept." Most of the work he saw in modern languages was old-fashioned and rather barren—too much learning of rules and facts, and too little use and thought. Further, he says "the mathematical course seemed to me very badly planned—even worse than our own has been."

On the other hand, it is his opinion that "much attention is given to English, both to literature and to the art of writing." He also praises the system as "leaving boys to do things for themselves; there is (in America) much less teaching and more hearing of lessons than is now usual in English schools."

The German system is similar to the Swiss. Briefly, it is as follows :—

REAL SCHULE.	REAL GYMNASIUM.	GYMNASIUM.
Pupils up to 16 years, then out into the world, specially prepared for trade.	A higher school, with longer course and more extended curriculum. Technical work, but no dead languages. From this to the University.	The highest Secondary Schools. Greek and Latin are taught, but less technical work. All Universities open to these.

If one of these classes of schools is chosen, it must be adhered to throughout. Pupils are admitted to them from the *Volkschule* before the close of the primary course—about 12 years of age—and thus receive preparation in the higher subjects taught.

Should a State system of Secondary Education be introduced into Western Australia, I think :—

- (1.) That the best plan would be for boys and girls to enter the Secondary School two years, at least, before the course for Elementary Schools is completed (about 12 years of age). They might then receive suitable preparation for the course of education prescribed for Secondary Schools.
- (2.) That in Secondary Schools, in mining and agricultural districts, provision should be made for special work in mining and agriculture. This would provide inducement for pupils to remain in their own districts rather than crowd into the towns, as might be the case if the course were more literary.
- (3.) That where a sufficient number of pupils could not be gathered together to form a Secondary School, classes for secondary education should be established in a central town. These might be under the general management of the head master of the elementary school, but would have a separate teaching staff of properly qualified teachers.
- (4.) That secondary schools and classes should receive pupils of two kinds :—
  - (a.) Paying pupils.
  - (b.) Scholars by means of Scholarships.

Pupils of Class (a.) should be required to pass an entrance examination. In fact, there would be little objection to the examination for scholarships being the only test, the highest placed pupils receiving scholarships, other pupils gaining a minimum number of marks being allowed to enter the school on payment of the prescribed fees.

- (5.) That to make any State system of education really effective the number of scholarships offered should be sufficient to include a fair proportion of those children of the poorer classes who show superior qualifications, and a number of such scholarships should be set apart for such children.

I had the advantage and pleasure of several lengthy conversations with Dr. Heath on the subject of secondary education, and he was kind enough, at my request, to send me in writing the general drift of these conversations, which principally related to the development of education in Western Australia, and the considerations which should be chiefly borne in mind in the gradual establishment of a system of Secondary Education.

The following is a brief account of the recommendations arrived at, and of the arguments upon which these recommendations were based.

*Age of admission.*—There are certain points which can be considered as fairly well established as the results of experience in many countries, quite independently of any possible modifying facts produced by local conditions. Perhaps the most important of these established truths is the age at which children who have passed through the Public Elementary School should be transferred, if worthy of it, to a course of higher general education. This age is by agreement now held to be 12 years, and there are several reasons for the selection of this age. On the one hand, unless children are to have at least three years' instruction in the wider curriculum, the progress made is insufficient to benefit the pupil permanently or to widen the scope of his possible future employment, whilst the Board of Education in England look upon a four years' curriculum as the minimum for a true secondary course. If, therefore, a boy is to enter practical life between the ages of 16 and 17, he must begin his secondary course at 12.

*Scholars should come from all classes of schools.*—In connection with the problem of the age at which the secondary course should be commenced, too rigid an attitude should not be assumed, more particularly in the larger centres of population, as to the necessity of all the children entering the secondary school coming to it from Public Elementary Schools. Children should be admitted from private schools if they can pass the entrance examination.

*Desirability of commencing the study of any foreign language early in life.*—Another reason which points to an age not much over 12 for the commencement of the secondary course of study is the desirability, on which all teachers are agreed, of the commencement of the study of any foreign language not being postponed much after this age. This is more true of the study of a modern language than of the ancient classical languages, for the imitative power of children declines rapidly after 12 years of age, and although their logical powers grow in inverse proportion, and these assist the pupil to attack a new language through its grammar, yet it is far harder to attain any flexibility in the practical use of a foreign tongue, either in speech or writing, if no commencement be made until 13 or 14 years of age.

*The Study of Science should be commenced early.*—For other but no less important reasons it is desirable that the commencement of the study of science should not be delayed long after the opening of the thirteenth year. The importance of experimental work in the laboratory is now clearly established in connection with scientific work, and this experimental work within doors is well prepared for by courses of Nature study, and observation in the open air during the elementary school course, but unless some degree of delicacy and skill is attained in the use of apparatus, a large part of the time spent in the laboratory will be wasted and the expense of maintenance greatly increased. This skill and delicacy can be best attained by accustoming children to the handling of delicate apparatus at a time when their fingers are still flexible and the co-ordination between eye, brain, and hand has not become too rigidly confined to the more normal and usual movements.

*Curriculum (Perth).*—In the first instance, owing to the sparse population, it may well prove desirable to limit the establishment of a secondary four years' course of a general nature to Perth itself. A modern curriculum, in which considerable attention is paid to the study of the mother tongue, English Literature, general Geography and History, one foreign language, and a considerable amount of time devoted to Mathematics and Science, would probably be the kind of course best suited for boys in the business centre of this State.

*Special Curriculum for Girls.*—In the case of girls the study for the last two years of Mathematics and Science might well give place to a really broad and well thought out course on the duties of the home, beginning with the study of Hygiene, the outlines of Physiology, the care and upbringing of children, with some attention to Psychology in the top class, and with proper instruction in cookery and the care of the sick.

*Help in the Training of Teachers.*—The foundation of such schools as are hinted at above would probably greatly facilitate the education of the future school teachers of the State, whilst it might be desirable to attach to the top of the school a department in which professional training would follow upon the course of general instruction.

*Secondary Classes.*—In the smaller townships it may at first be possible to provide Secondary Schools of the three years' course, and in the case of the schools so situated it may very possibly prove wise also to include, during the last year or even two years of the course, some study of subjects lying at the root of the work in the world which the children will subsequently have to do.

*In Agricultural Districts.*—In townships situated in the midst of an agricultural district, the Secondary School might well continue the course in nature study commenced in the Elementary School, in such a way as to lay the foundations of scientific farming. The chemical course would be so framed as to look towards a study of soils and manures, though the subjects need not necessarily be actually taught in the Secondary School; whilst the principles underlying the rotation of crops and the like would find their place. A wider and more careful study of the local fauna and flora, and of the local insects and of the geographical formation, would lay the basis for intelligent action in the future in such matters as those connected with pests, with the care and value of forests, with irrigation, and the like.

*In Mining Districts.*—In a mining centre the scientific work would naturally look towards a later study in mineralogy, and the geology course might have a similar outlook; whilst the study of biology might well give place to a practical study of mechanics and the principles of machinery, the new phenomena being illustrated so far as possible from the machinery and mechanical devices actually in use in the neighbourhood.

*Importance of English.*—But in these schools, no less than in the four-year schools, a large proportion of the time should be devoted to the study of the mother tongue, including composition and English literature; whilst general geography and history would also form important parts of the curriculum. On the other hand, it would be advisable not to make any attempt in schools in agricultural and mining districts, in the first instance at any rate, at teaching a foreign language. There is no purpose in devoting time to what must be a partial and imperfect course in a foreign language. All the linguistic and literary training can quite as well be given in the teaching of English.

*Sparsely Peopled Districts—Pioneer Classes.*—There may be still smaller centres at which it may be, for some time to come, impossible to establish even a three-year school with a completely organised curriculum, and here, perhaps, the best that will be possible is the formation of pioneer classes, at first in such subjects as are called for by the parents; but as these classes gain a footing, efforts should be made to tack on to these more practical subjects courses of instruction in English language and literature, history, and geography, and, as soon as possible, to make attendance at these humane classes compulsory on those who desire instruction in the more technical subjects. In this way it may be possible to develop, in centres where the teaching is at first confined to individual classes, a department with a two or even three-year course of organised instruction.

*Co-education.*—In reference to the subject of mixed Secondary Education, there is no doubt that expense is saved both in building, equipment, and maintenance by the combining of boys and girls in one school. If funds were available, the ideal proposal would be to provide separate schools for the sexes, but perhaps, considering the many calls upon the public funds, present demands might be met by the establishment of a mixed secondary school. Whatever one's views may be upon the theoretical and pedagogical aspects of the question, it must be quite obvious that a single good school is preferable to two inferior ones.

## NOTES ON REGULATIONS FOR SECONDARY SCHOOLS, ENGLAND.

## A FOUR YEARS' COURSE, COMMENCING AT 12 YEARS OR UPWARDS.

## CONDITIONS.

## COURSE OF INSTRUCTION.

1. Instruction must be *general*—developing the whole of the faculties. It must not be confined to any particular channel, but the aim must be to give a sound general education. Specialisation in any particular direction may take place after the general education has been carried so far that the habit of exercising all the faculties has been formed.

2. Instruction must be *graded*. There must be no marking time nor repetition of lessons. The course must be progressive.

3. Instruction must be *complete*. It must lead to a definite standard of acquirement—not merely a superficial introduction to any of the branches of instruction.

Though Secondary Schools in England are of different types—some allowing entrance at eight or nine years, others at twelve or thirteen, yet, in all receiving aid—the course of instruction must be so planned as to carry the scholars, at the age of sixteen years, to such a standard as they may be reasonably expected to reach.

4. In all Secondary Schools an adequate proportion of the scholars must reach the higher classes, and to encourage this an ascending scale of grants for four successive years, between the ages of 12 and 16 years, has been designed. If in any school the bulk of the scholars fall out before completing the course of instruction, the Department considers such school to have failed as a Secondary School, and will cease to recognise it as such.

5. The rules are designed to give a large freedom to the best schools, and at the same time to insure in all recognised Secondary Schools an adequate scheme of general education.

- (a.) The subjects required to be taught are set forth. These are compulsory, and no exceptions are allowed, except that, under certain circumstances, the foreign language may be omitted.

*Subjects.*—English Language and Literature; One Language other than English; Geography; History; Mathematics; Science and Drawing; Manual Work; Physical Exercises; and for girls, Practical Housewifery.

- (b.) The Time Table must be approved by the Department, and must provide a minimum number of hours to each of the main groups of subjects.

*Minimum Time.*

English, including Geography and History ...	...	...	...	4½ hours.
One Language other than English ...	...	...	...	3½ hours.
(If two such Languages, 6 hours.)				
Science and Mathematics ...	...	...	...	7 hours.
(Of these seven hours two must be devoted to Science.)				

Thus 15 hours of the Time Table are required by the Department to be devoted to these compulsory subjects, but as the school time for each week generally amounts to from 25 to 27½ hours, there is sufficient scope for specialising in any direction thought necessary by the requirements of the neighbourhood.

The Time Tables are in the first instance drawn up by the head teacher, then submitted to the Local Council for its approval, and finally to the Board of Education for its confirmation.

- (c.) Temporary deviations from the Time Table may be made only with the District Inspector's sanction. All such deviations are discouraged, but it is recognised that they may be necessary; e.g., a class beginning a new subject may require to give more time to it than the Time Table specifies.
- (d.) Special elasticity with respect to the Time Table is allowed in Girls' Schools.
- (e.) The intensive method of teaching is not to be carried too far. Long sessions are to be avoided, as they may lead to over-pressure. The minimum duration of a school meeting is two hours, but when the morning meeting lasts three hours, the afternoon meeting may be reduced to one and a half hours. A meeting of more than three hours' length is discouraged.
- (f.) Special courses in Applied Science are only permitted in schools where such specialising has been already adopted, but the Board must be satisfied that the special course is suitable to the neighbourhood.
- (g.) In all Secondary Schools not recognised under Clause (f) special courses of study for the third and fourth years may be approved. Approval of such special course having been given, it carries with it a payment of grant on a higher scale for the last two years of the course.

This specialising may be in one or both of the following subjects:—

- (a.) Science.
- (b.) Language and Literature.

If in Science, not less than 13 hours per week must be given to Mathematics, Science, and Drawing, of which at least five hours must be given to Science.

If in Language and Literature, it must include instruction in three languages other than English (of which Latin and French must be two), for not less than 12 hours per week.

6. The commencing age must be:—

12 years in schools with general course.

13 years in schools with special course.

Exceptions to this rule are allowed if approved by the District Inspector.

7. All school fees charged must be approved by the Board. School fees of a substantial amount are to be charged, first, to ensure the financial stability of the school, and, second, to emphasise the fact that the education provided is of a superior kind.

8. Teachers are not allowed to undertake any duties which, in the opinion of the Board, may interfere with their school duties.

9. Premises must be suitable to the circumstances of the school, and as such must be approved by the Board.

10. The constitution of the Governing Board and its relations to the head master are strictly defined. The Board must contain a proportion of members who are qualified, by experience of Higher Education, to supply well informed and intelligent criticism of the school work, and, in the case of Girls' Schools, must include one or more women.

The headmaster must be entrusted with a large amount of responsibility for, and control over, teaching, organisation, and discipline. In particular, he should have a voice in the appointment and dismissal of the assistants; in fact, the Board, by inference, recommends that the headmaster should have full control of the staff, subject only to the duty of reporting his action to the governing body. The headmaster, it is recommended, should also be consulted by the governing body on all points relating to the conduct of the school.

## MUNICIPAL SECONDARY SCHOOL, BOLTON, LANCASHIRE.

Headmaster—JOHN THORNTON, Esq., M.A.

*Primary Department.*—At present this school has its Primary Department, consisting of scholars who have passed successfully through the first four standards, but this part of the school is gradually being eliminated. Already the Fourth Standard has been dropped, and it is expected that very shortly the Fifth Standard will be omitted.

The first floor of the building is used by the Primary Department. It consists of a main hall and class-rooms fitted up to accommodate about 50 pupils each.

There are about 1,100 pupils in the two schools. The Primary Department is taught by nine teachers (six females).

*Secondary School.*—Pupils are admitted to this department who know the work of the Fifth Standard and undertake to stay at least two years.

The time devoted to literary work is 12 hours, and the remainder is spent in science work. (School hours: 9 to 12, morning; 2 to 4.30, afternoon.)

The full course extends over four years. The only foreign language taken is French. The course has been drawn up by the teacher, approved by the Municipal Council and the Board of Education, Whitehall.

The object of the course leans more to the commercial and scientific or industrial than to the literary or clerical side, although provision is made to prepare a boy for any walk of life.

*Buildings.*—The building is four-storeyed, including basement, and is built of brick, forming a handsome addition to the architecture of the city. Each floor has its main room with surrounding class-rooms.

*Basement.*—In the basement is a Gymnasium occupying the main room. It is large and well equipped. There are also Physical Laboratories, one Manual Training Room, and two rooms for Drawing in the basement. The Cookery Rooms are in a separate building.

*Third Floor.*—The main room is partitioned off and forms two Chemical Laboratories for the Secondary School.

*Second Floor.*—This is devoted to the Secondary School. It consists of a main hall and class-rooms, each to accommodate about 40 pupils.

*Staff.*—The Secondary School is taught by sixteen (16) teachers, all males, and there are, in addition, two teachers in French, three in manual instruction, three in cookery, and two in gymnastics.

*Drawing.*—In the Secondary School Model Drawing and Drawing in light and shade are taught—light and shade from casts in a darkened room lit by electricity, one light for two pupils. The pupils are seated at desks arranged round the room, each pupil having his face to the wall. Two pupils draw from the same cast, and are provided with an electric light so fitted that it may be moved into any position to throw the desired shadows on the cast. Each couple of pupils is separated from the others by a black screen on either side. The electric light is also screened from the pupils by a dark shade, and is at the same time thrown on the cast.

*Methods.*—The drawings are drawn by means of a paper shading-stump, which is dipped in powdered charcoal. A wash-leather is used to put on the charcoal.

The outline of the cast is first drawn, sometimes with pencil, though this is discouraged; sometimes by wash-leather dipped in charcoal, and tempered first on paper to the blackness required. The whole surface is slightly blackened. Light shades are put in by the use of india-rubber. The leather is used for the border, and the stump for shading the details of the cast itself. One cast is used for each couple of pupils.



The class numbered twelve (12), and is never larger. The light is so placed that the light falls on the cast from the left.

The teacher informed me that more frequently a good central light is used.

No use is made of freearm drawing in any way, freehand being used throughout.

The teacher takes other subjects for three days, but for two days he is employed in the drawing classes.

*Model.*—The class numbered twenty-five (25). The model to be drawn was placed in the centre, and the pupils were arranged in a circle around it. They were seated on sliding seats with a rest and groove for their drawing boards in front of them. The age of the pupils was about 14 years. The model in process of drawing at the time of my visit was a chair, and some excellent work was done.

*Remarks.*—The model drawing appealed to me as worthy of imitation, and the drawing from casts might be introduced into our upper classes, though I would much prefer black-lead pencil as more educational in exactness and neatness.

In this school, as in all others of similar status, separate rooms are provided for drawing; indeed, it is difficult to see how effective work can be done without such provision, as the furniture and fittings for the subject are so different from those in the ordinary class-rooms.

In my opinion, the main defect in the method adopted in Bolton is that no use is made of freearm drawing, even in model and in outlining brushwork, though the seats and rests provided are very suitable for it. The models may with advantage be first outlined in freearm, and then lined in by freehand, thus giving exercises in both kinds of drawing. The use of pencil as a fixed point would then be taught as well as the use of chalk.

The adoption of drawing and shading from the cast would be a great advance, and would give adequate employment to the children of the upper standards. It is provided for in the alternative course we have adopted, but has not been introduced by any of our teachers.

*Evolution.*—This school is in a very similar position to our James Street School, and the plan now being adopted might be followed by us, thus gradually and naturally opening the way to the introduction of fully equipped Secondary Schools.

The school was formerly a higher grade Elementary School. When the new provisions *re* Secondary Education were introduced it was converted into a Secondary School, and its pupils were confined to those who had passed the Third Standard. Now it is limited to those who pass successfully through the fourth, and it is intended to further limit its operations to those who are capable of passing the fifth.

The staff of teachers is an efficient one, and the majority of them have obtained their degrees either in arts or science. The number of pupils for which each teacher is responsible varies from 45 in the first year to 30 in the last. The Headmaster thinks these classes too large, and he is suggesting that they should be reduced.

## BERKHAMSTED CHURCH SECONDARY SCHOOL.

(Founded 1541.)

Headmaster—Rev. T. C. Fry, D.D.

This school, now one of the County Council Secondary Schools, was founded in 1541, and is therefore over 350 years old. The old schoolroom, called Henry VIII.'s Room, still remains in good preservation, and is used daily.

The premises have been much enlarged of late, and are really splendid examples of school architecture. The buildings are clustered around a large quadrangle, and include among others a carpenter's shop, new class-rooms, five courts, baths, gymnasium, science rooms, and chapel.

The school, which is really one of the "Public Schools" of the Homeland, is now utilised by the New Education Council, and has been brought into line with the National Scheme of Secondary Education, which is revolutionising the Secondary Schools of England. At present the real position of such schools is scarcely defined; but there is no doubt, as time and experience bring their lessons, that such schools will be fully utilised, and that they will play their part in the cause of Secondary Education—in my opinion, a very important one.

This was one of the schools visited by me at the wish and by the arrangement of Dr. Heath. His purpose was to show me an example of each class of Secondary School. Bolton and Derby and others were specimens of such schools, developing naturally from the Elementary Schools, and they supplied the wants of the skilled artisan and lower middle classes.

The Sutton School is of a different type, and meets the needs of the farming and middle class.

But this school at Berkhamsted is of another class, and its traditions and comparatively high fees recommend it to people of the wealthier class, able and willing to pay fully for the education of their boys.

This school has increased under the present Headmaster from 40 to 400 boys, and the buildings have been correspondingly enlarged and improved.

The school consists of a Junior and a Senior School.

Into the former, boys are admitted between the ages of eight (8) and thirteen (13) years. It is in the truest sense a preparatory school for the work of the Senior School. When the age of thirteen (13) is reached the boys are transferred to the Senior School; the best boys to the higher forms, the others to such forms as suit their attainments.

Boys admitted when 13 years old or over are placed in the Senior School, according to attainments, generally in the lower forms, as it is very seldom that such boys are advanced enough for the higher.

Of the 400 boys attending, 200 are boarders, the rest being day boys, many of whom stay for the mid-day meal. The boarders are grouped in three houses, distinct from each other, and each house is under the care of one of the married masters. These houses are outside the College grounds.

#### CURRICULUM.

The curriculum is not specialised, but, though general, no portion is omitted—English, Languages, Mathematics, Science and Physical Training receiving full attention.

The special features of the buildings are the Swimming Baths, the Chemical Laboratory, the School Chapel.

Religious Instruction—the school is a Church School—is optional, but by far the majority elect to take it. A splendid tone pervades the school, the foundation of all moral teaching being the Scriptures. Boys are prepared for Confirmation if the parents desire it.

#### FEES.

The fees charged are such as might be expected, but considering the advantages offered, are very moderate.

Day pupils, £9 per annum.

Boarders, £48 to £50 per annum.

In addition to these fees there are special fees for various subjects. There are also reduced fees for Berkhamsted boys.

#### GENERAL.

The most enjoyable and instructive part of my visit was not the seeing of the school itself, but my conversation with the Headmaster, Dr. Fry. He was most courteous and attentive throughout, and did all in his power to give me a thorough and accurate view of the school and its objects.

In the afternoon I went with the Doctor to the playing ground some distance from the school, where a cricket match was in progress between two of the school houses. Altogether my visit was a very enjoyable one.

#### CONVERSATION ON SECONDARY EDUCATION.

Dr. Fry gave me his ideas about Secondary Education, and he was kind enough to forward the substance of our conversation to me in writing.

The following is an account in brief:—

##### *Age of Bifurcation.*—

It is an educational mistake to suppose that Secondary education is simply a further extension of Elementary education. The proportion and the number of subjects differ in each. The bifurcation in Elementary Schools should take place at *11 years of age*. At that age Latin can be seriously begun, and if French is started on the new methods of oral teaching and blackboard work, the two languages will assist each other.

Geometry should be begun experimentally and practically, and Algebra can also be started *pari passu*.

Before 11 years of age, in Arithmetic, stress should be laid on mental work, and as much opportunity as possible given to self-expression in English.

At eleven years of age the best pupils in the Elementary Schools should be selected by a combined oral and paper examination, plenty of time being given for the paper examination so that the quality of the young mind may show itself. The tests should be laid to secure not mere knowledge, but *power*.

Dr. Fry is of opinion that outside pupils should be admitted to the Senior School after examination (same as for Scholarships). A minimum number of marks should be obtained to qualify for such admission.

*Curriculum.*—German would come in at twelve (12) years on the oral system only, and, generally, paper and oral at 13 years.

Greek, when required, would be begun at 13 years with any boys destined for linguistic distinction.

Nature Study should be done up to 11 years of age, and in the Secondary School it should be continued to 12 years, and Science, practically and heuristically taught, from 12 onwards.

Greek, if begun, can be balanced against part of the Science scheme.

At 15 or 16 years (assuming that boys going to a local university remain till 17 or 18), Dr. Fry would differentiate, having a Matriculation and Science side (not without language), and a Literary side (not without Mathematics), but in either side its special features should predominate.

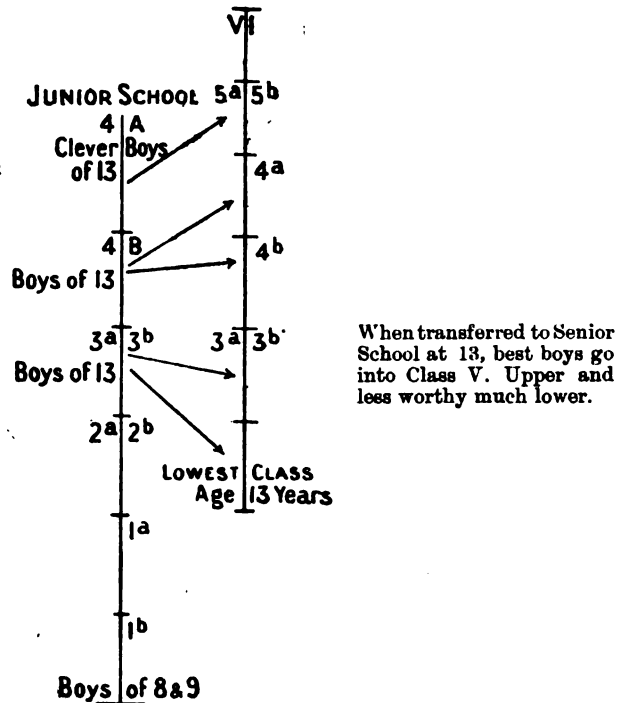
*Length of School Career.*—Dr. Fry's objections to too early a close of Secondary education are based on these considerations:—

- (1.) The *tone* of a school is deeply governed by elder boys for good, if the discipline is good.
- (2.) Boys of 16 years are not old enough to be free at a university. It is a far more difficult age.
- (3.) The mind grows rapidly to maturity in the last years.

The Doctor is therefore in favor of 18 years at the earliest for the best and cleverest boys, but of 16 or 17 years for the less successful. At 18 the very best would go to the university and qualify in three (3) years for higher life.

If the higher differentiation began at 16, then those not worth going on with would be superannuated. "But, mark you," was his remark, "it is the gifted remnant that will promote Australia's future."

*How the Primary School connects with the Senior :—*



Boys at 13 are transferred from the Junior to the Senior School. If boys go into the Junior School at 10 they reach 3rd Class at 13, and are then transferred to Senior School into lower class, or Form 3, according to attainments.

By this means clever boys between 8 and 13 run up unimpeded by slow boys over 13 years, with the result that a stream of brains quickens the upper part of the school.

Dr. Fry suggests that if the West Australian Schools be so arranged, it would be possible to have young boys (paying fees) below 11 years of age, who were being run up to the standard of the Junior second year's class.

The more young boys we got, the higher results we should have. He suggests that we should admit boys who could read well, and do the four simple rules of Arithmetic, as young as 8 years, and let them pass on if of required standard after 11 years of age, i.e., though not equal by competition to a Scholarship, provided they were of school minimum standard and willing to pay.

*Length of Course.*—He advises a four years' course (from 12 to 16), with a year's preparatory work, and a *picked* top going on.

Dr. Fry advocates separate houses for boarders, under the care of married teachers. They give a family home feeling.

He advises as follows:—"Give all the responsibility you can to the head-master. If you fetter the head, you fetter success."

*Organisation.*—Classes are built on a joint result of Secondary work. All promotions take place on a list, in which the work of the class has had definite *proportions* or marks in each subject.

Boys are classified into Forms according to their work in Latin and English. For French, blocks are redivided according to ability, and so for German and Greek (when taken). The same course is taken in Mathematics and Sciences. In the two last the same grouping is adopted. To redivide for each subject, in his opinion, needs too many men qualified in everything. To redivide in blocks enables one to use two Mathematics' men (say) and two French men all down a school, one for the Upper and one for the Lower Division.

*Hours.*—Analysis, beginning at the lowest Junior Class :—

**JUNIOR 1b AND 1a, 2b and 2a.**

Latin—5 lessons of  $\frac{3}{4}$  hour each  
 English—11 lessons of  $\frac{3}{4}$  hour each  
 French—3 lessons of  $\frac{3}{4}$  hour each  
 Arithmetic (Mensuration)—6 lessons of  $\frac{3}{4}$  hour each  
 Divinity—2 lessons of  $\frac{3}{4}$  hour each  
 Nature Study—2 lessons of  $\frac{3}{4}$  hour each  
 Drawing—1 lesson of  $\frac{3}{4}$  hour  
 Singing—2 lessons of  $\frac{3}{4}$  hour each

**JUNIOR 3a AND 3b.**

For 3a, 3b, add 2 Geometry lessons  
 2 Algebra lessons

**JUNIOR 4a AND 4b.**

Reduce Arithmetic 1 lesson  
 Add 2 to Latin  
 German (when done)—2  
 Greek (when done)—3

**SENIOR SCHOOL.**

*Bottom Class.*

Latin—6 lessons  
 English—7 lessons  
 French—3 lessons  
 German—3 lessons  
 Mathematics—8 lessons  
 Science—3 hours  
 Drawing—1 lesson

*Division 2.*

Greek (if done)—2 lessons

This contains about the proportion up to 4th Form. In 4th, Greek increases to 6 lessons, and Mathematics for these boys only become 6 instead of 8; for non-Greek boys remain 8.

At 6b boys go in for a "Leaving" Certificate and at once afterwards specialise in—

Mathematics, for Mathematical School  
 History, for History School  
 Classics, for Classical School

at the University. *Army* boys also specialise.

**DERBY MUNICIPAL SECONDARY SCHOOL, ABBEY STREET.**

Headmaster—W. CONSTABLE, Esq., B.A.

Head Mistress—MISS KEAY.

*Development.*—This is another school which has gradually developed from an Elementary School to a Higher Grade Elementary School, and now, under the new conditions, to a Secondary School.

There are six (6) Forms, in some Forms several subdivisions, called Upper, Middle, and Lower.

The pupils enter at not less than ten (10) years of age, and the course of instruction extends over six (6) years. All pupils have to show a minimum amount of attainments.

All scholars pay fees; the children of ratepayers three guineas (£3 3s.) per annum; of non-ratepayers, four pounds ten shillings (£4 10s.). The school fees include cost of exercise books, drawing and note-books, but all text-books have to be bought.

The school hours extend from 9 to 12.30, and from 2 to 4.

*Course of Instruction.*—The course of instruction is so planned as to enable the pupils to work to the level of—

- (1.) The Cambridge Local (Senior and Junior);
- (2.) The London Matriculation; and
- (3.) The Examination of the London Chamber of Commerce.

The school course is general, no subject being specialised. It includes a fair amount of Mathematics, English in all its branches, Modern Languages (French and German), and Science.

There are no special classes for the above subjects. The pupils are taught in the ordinary classes, and elect to go in for one or another of the examinations already mentioned, and this they do without special preparation.

In the two schools there are 250 boys and 300 girls. The extra number of girls in attendance is accounted for by the number going in for the profession of teaching. It is very difficult to get boys to choose a teacher's life—only about six (6) in the whole of Derby.

*Other Secondary Schools.*—Besides the Abbey Street Secondary Schools, there are in Derby, under the management of the Municipal Education Committee, three other schools :—

Derby Grammar School	...	...	...	...	100 pupils
Diocesan School	...	...	...	...	50 "
Girls' School (Preparatory)	...	...	...	...	50 "

Thus out of a population of 120,000 there are only about 750 who are attending a recognised Secondary School.

The Grammar School was, previous to the recent Act, an English Public School, under the management of a committee.

The Diocesan School was a private Church School managed by a committee, and the Girls' School was an ordinary private school established and taught by a lady who was formerly an Elementary teacher in Derby.

**Building.**—The building in which the Secondary School is taught is of three (3) stories, and is very well found in every respect. The boys and girls are taught separately, though in subjects like Chemistry and Drawing the rooms are used by both sexes at different hours. For this purpose the rooms in which these subjects are taught are placed in the centre of the building, so as to be easy of access by all.

The Chemical Laboratory will accommodate 50 pupils, and is suitably provided with apparatus.

**Drawing.**—I saw the work of Form 5. It consisted of Model Drawing of the ordinary models and of common objects, drawing of flowers from nature in outline and coloured, of designs, using the flower last studied (in the case before me, the daffodil), and of Freehand, from casts in outline.

This school is under different circumstances from those of the Bolton Municipal Secondary School, in that it is not free. Under the present regulations such variety of condition is possible, as each Education Council is allowed to manage its affairs in its own way, provided the regulations are complied with. The whole management of Secondary Schools is in a state of uncertainty. Doubtless in a short time a more uniform system will be introduced, but at present there are great differences between Secondary Schools, not only in curriculum but in management, fees, and class of pupils attending.

#### DERBY EDUCATION COMMITTEE.

Regulations respecting the qualifications, appointments, and salaries of Assistant Masters and Mistresses in the Municipal Secondary Schools, Derby:—

1. Applicants for appointment must be graduates of some University, or must have some special qualifications approved by the Governors.
2. The salary on appointment will depend upon the qualifications and previous experience of the applicant.
3. The maximum salary of Assistants will be as under:—
 

Men	...	...	...	...	£200 per annum.
Women	...	...	...	...	£150 per annum.
4. Salaries of Assistants will be revised annually, but the amount of the increase (if any) will in each case depend upon the report of the Headmaster or Headmistress.

April, 1905.

#### THE FOLLOWING ARE NOTES ON SECONDARY EDUCATION FORWARDED TO ME BY THE HEADMASTER, W. CONSTABLE, Esq., B.A.

##### NOTES re SECONDARY SCHOOLS.

1. **Admission.**—This should take place as soon as possible after the 10th birthday, and at latest by the 12th birthday.

An entrance examination would seem to be essential, so that those who are educationally unfit to enter the school may be excluded.

2. **Hours.**—These should be less than those of an elementary school, in order to give adequate time at home for preparation.

The morning session should be a long one: the afternoon session a short one.

3. **The Sexes.**—Boys and girls should be in separate schools. If possible, the two schools should be a considerable distance apart.

If one building is to accommodate the two schools, then the only rooms to be used in common should be the laboratories and other special rooms. Each school—the boys' school and the girls' school—should have its own assembly hall.

4. **Curriculum.**—The curriculum should make no attempt at specialisation in any direction. The school should give a good all round education from which, as a sure foundation, specialisation may proceed in every direction. Such uneducational subjects as shorthand, bookkeeping, typewriting would therefore be rigidly excluded from the curriculum.

The curriculum of the Derby Municipal Secondary School is at present (1905) as follows:—

Religious Knowledge,	Algebra,
English Subjects,	Geometry <sup>a</sup> (Euclid),
Grammar,	Trigonometry,
Literature,	French,
History,	German,
Geography,	Science (Chemistry and Physics),
Mathematics,	Drawing,
Arithmetic,	Manual Instruction (Woodwork).

**Notes.**—Arithmetic, Algebra, and Euclid are taken in all forms.

Trigonometry only in the higher forms.

German only in three higher forms.

Woodwork only in three lower forms.

The girls' curriculum is similar, *mutatis mutandis*, e.g., cookery and dressmaking and needlework replacing woodwork; a combination of physiology and hygiene takes the place of physics.

5. A true Secondary School cannot possibly be formed from an elementary school by any process of development or involution. Secondary and elementary schools differ in kind—in curriculum and in aim (*e.g.*, in an elementary school the aim is almost necessarily to *teach* the scholars; in a Secondary School the aim is to train the scholars *to learn*).

At the same time there is no reason why suitable children should not be passed into the Secondary School from the elementary schools.

6. *Scholarships*.—These should be of two kinds—

(1.) Scholarships intended to promote the flow of promising scholars from the elementary to the Secondary School. Such scholarships would be “entrance” scholarships, and would be awarded to those about 12 years of age.

(2.) Scholarships intended to keep promising scholars in the school as long as possible. Such scholarships would be awarded to scholars in about the middle form of the school.

Scholarships (2.) would necessarily be of much greater value than scholarships (1.), because the question of maintenance comes into play.

7. *Staff*.—This should not be made up from elementary teachers. Apart from the question of academic qualifications, such teachers, when in Secondary Schools, are nearly always square pegs in round holes.

If any are included they should be in a distinct minority.

8. *Text Books*.—These should all be provided by the scholars, and not by the school.

9. *Home Work*.—The scheme of work should make provision for this. It is really an essential part of Secondary School work. Home work in such schools is not something tacked on to school work, but it and the work done in school form one complete whole.

10. *Size of Classes*.—These must necessarily be small. No really good work can be done in a class numbering at the outside more than 25 scholars.

11. *Number of Staff*.—It is not sufficient to have as many masters as there are classes. A school of 10 classes requires at least a staff of 12 masters.

12. *Cost*.—This is bound to be heavy if comparison be made with cost of an elementary school. A *bonâ fide* Secondary School will mean an expenditure of from £15 to £20 per head.

13. *Headmaster (or Headmistress)*.—The Headmaster should have considerable powers, both as regards the school and the staff. He should, as regards the latter, have the power of appointment. If this be not possible, then they should be appointed by the Governors *on the recommendation of the Headmaster*. Similar remarks apply to dismissals.

All increases of salary should also be on the recommendation of the Headmaster.

14. The regulations of the Board of Education (England) for Secondary Schools should be studied: in particular the prefatory memorandum.

15. It will probably be found desirable, even necessary, to have a junior school as part of the Secondary School. Such a school would admit children when about eight or nine years of age.

## MUNICIPAL SECONDARY SCHOOL, DERBY.

### ART SYLLABUS.

#### FIRST FORM.

*Freehand*.—Simple flower and leaf forms, and simple common objects of curvilinear forms in outline with pencil and pen. The same exercise to be repeated in silhouette in ink or colour, and also from memory.

*Model*.—The cube, square prism, cylinder, and cone to be drawn singly on a board.

Common objects of forms based on one cylinder and cone.

*Elementary Design*.—Straight-line geometrical forms to fill square, rectangle, and triangle drawn by use of scale and set squares and shaded with pencil. These forms will be the basis for decorative work and design generally.

#### SECOND FORM.

*Freehand*.—Simple sprays of flowers and leaves, conventional forms with pencil, ink, and monochrome, in outline, both from casts and from the flat. Silhouette of these forms in one colour, and repeated from memory.

*Model*.—Two of the geometrical models in combination on a board, and common objects whose outlines are combinations of these forms.

*Elementary Design*.—Straight and circular-curve line geometrical forms to fill square, rectangle, and triangle, coloured in flat washes or shaded with pencil.

#### THIRD FORM.

*Freehand*.—Simple floral and conventional forms with pencil, pen, and brush, in outline, from Nature, casts on the flat with sensitive line.

Silhouette of these forms in colour and repeated from memory.

Shading of simple casts in chalk.

*Elementary Design*.—Filling of square, rectangle, triangle, and circle with simple designs in one or two colours and with pencil shading.

## FOURTH FORM.

*Freehand.*—Floral and conventional forms in outline from casts, Nature, and photographs with pen and brush. Silhouette of Nature forms and drawing from memory.

*Model.*—Combinations of geometrical models drawn in light and shade.

*Elementary Design.*—Floral forms adapted to various forms and finished in two or three colours.

## FIFTH FORM.

*Freehand.*—Modelling in clay from natural, floral, and conventional forms—casting from the models. Shading from models and casts in monochrome.

Some elementary principles of ornament and their application to design.

*Linear Perspective.*—Including the plan method, parallel and angular perspective, shadows and reflections.

## SIXTH FORM.

*Freehand.*—Simple designs from floral forms executed in bas-relief in clay.

Drawing on blackboard of groups of models, common objects, floral and conventional forms from photos and the flat. The same forms from memory.

Shading of simple drapery in monochrome and chalk.

*Elementary Design.*—Floral forms to fill various shapes in two or three colours.

## THE COUNTY SECONDARY SCHOOL, S.C.C.

SUTTON (SURREY).

(Selected by Dr. HEATH.)

E. H. HENSLEY, Esq., M.A., Headmaster.

*Numbers.*—About 100 boys attend this school, which is under the control of the Surrey County Council.

*Staff.*—The staff consists of four (4) University men and three (3) visiting teachers. The latter take the subjects of Modern Languages and Woodwork. The regular teachers are class teachers, as far as possible.

The average number of pupils in each class is 30 in the lower classes and 20 in the higher.

*Governors.*—The school was established by the Surrey County Council, and is managed by an influential local committee.

*Fees.*—Fees are charged. They are not excessive. The boys attending the school are sons of the local farmers and shopkeepers.

*Age of Pupils—age of entry.*—The age limits are 10 to 18, but comparatively few boys enter before 11, or stay after 16½ years. Most of the boys come from the Public Elementary Schools, or from small preparatory private schools. The Headmaster thinks it would be to the advantage of the boys entering, and of the school, if the age of entry from the public schools were not later than 12 years in the case of average boys (or 11 in the case of boys above the average in intelligence, or coming from the smaller schools where the work of the upper classes is inferior), and if the age of entry from the private schools were not above 11.

To meet the case of the latter, whose parents prefer not to send them to the Public Elementary Schools, it would probably, in the opinion of Mr. Hensley, be advantageous to the school to have a preparatory department more or less separate from the main department for boys from 8 to 10 or 11. These remarks as to the desirability of an early age of entry do not, of course, apply to the comparatively small number of boys who, owing to change of residence or other cause, come from Public Elementary Schools, or from the more efficient private schools, which do good work beyond the purely preparatory stages.

*Boys stay too short a time.*—The Headmaster informed me that a considerable number of boys are found to stay too short a time in the Secondary School to get very much benefit from it. This is generally due to too late an entry. He thinks that this difficulty might be met—as has been done in some schools recently started by educational authorities in other parts of England—by requiring an undertaking from parents on entering their boys that they should remain at least three (3) years in the school, or else pay the balance of three years' fees if they remove their boys without reasonable cause, such as change of residence, illness, etc. This would no doubt, in his opinion, have the effect of securing the entry into the Secondary School at a suitable age.

*Scholarships.*—Scholarships are offered by the S.C.C., but only to the boys attending the Elementary Schools. The children from private schools can only enter by payment of fees. Three of these Minor Scholarships offered are tenable at this school. They give free education for three (3) years, and in special cases may be extended to five (5) years.

Major Scholarships are offered by the Surrey County Council for competition among the boys attending the Secondary Schools in the district. They are of the value of £60 a year for three years, and may be held at the higher Technical Schools or Universities.

The Headmaster said that boys coming from the Elementary Schools at 13 years are at the end of a year equal in languages to the others, and at the end of two years, a little superior. He is also of opinion that the regulation limiting the Minor Scholarships to boys from the Elementary Schools is of doubtful utility.

*Curriculum.*—The item given to the various subjects of the curriculum is shown in the following table:—

		Forms VI. and V.	Form IV.	Form III.	Form II.	Form I.
I.	{ English ... .. Hours	2 45	2 30	3 15	5 0	6 0
	{ Geography ... .. "	1 30	1 30	1 30	1 40	1 40
	{ History ... .. "	0 45	1 45	1 35	1 35	1 35
	{ Scripture ... .. "	0 45	0 45	0 45	0 30	0 30
II.	{ French ... .. "	3 50	4 5	4 5	4 5	3 5
	{ German or Book-keeping ... .. "	3 0	3 0	3 0	...	...
	{ Mathematics ... .. "	7 0	7 0	7 30	7 30	7 40
III.	{ Practical Geometry ... .. "	1 45	1 50	1 45	1 30	...
IV.	{ Science ... .. "	5 30	4 45	4 0	4 0	...
	{ Drill ... .. "	0 45	0 45	0 45	0 45	...

*Class V. Subjects.*—In the future the amount of time given to Science is to be gradually diminished, and that given to English subjects increased.

It has been found in this school that better results are obtained by placing each Form as far as possible under the charge of one master, than by each master taking a group of subjects throughout the school. The science work, being mainly practical, is an exception to this rule. At present the whole of the science is done by one master, who teaches no other subject. The general method adopted differs from the practice in America, and from the wishes of many other teachers in England, who at present cannot obtain their desires.

*Upper Boys.*—As to the desirability or otherwise of making special provision for more advanced instruction for boys above the ordinary leaving age, in the opinion of Mr. Hensley much depends on the numbers likely to take advantage of it. In the case of this school, he thinks it would perhaps be met by a system of leaving scholarships tenable at places of higher education, thus leaving the staff free to devote their time to other classes.

*General.*—As will be seen, this Secondary School is quite a different type from those already reported on. Bolton, Derby, and others were examples of Elementary Schools developing into Secondary, Berkhamsted School assimilated to the Public Schools like Rugby, but the Sutton School more resembles the first class, though there are many important points of difference.

*Classes.*—The boys were in classes as under:—

V. and VI.	...	16 boys	...	Average age 15 years 9 months.
IV.	...	23 "	...	" " 14 " 9 "
III.	...	40 "	...	" " 14 " 3 "
II.	...	18 "	...	" " 12 " 6 "
I.	...	10 "	...	" " 11 " 3 "

Ten per cent. of these boys come from Elementary Schools by means of scholarships.

### SCHOLARSHIPS.

The County Councils in England, which have now the local control both of Primary and Secondary Education, have done much by means of scholarships to encourage the higher education of the children attending the Primary Schools. In most districts it is now possible for a capable boy to proceed from the Primary to the Secondary School, and from thence to the University.

I obtained the rules regulating these scholarships in four typical Counties, viz., London, Yorkshire (West Riding), Staffordshire, and Gloucestershire, but it will be necessary only to give a summary of the scheme which has been framed by the London County Council to show the provision that is made for the higher education of deserving pupils.

#### LONDON COUNTY COUNCIL.

The regulations governing the award of these scholarships are contained in a circular issued by the London County Council.

The scholarships may be divided into two classes:—

- (1.) The County Scholarships.
- (2.) Technical, Industrial, and other Scholarships.

1. *The County Scholarships.*—A complete scheme under which a boy or girl may proceed by various stages from the Public Elementary School to the highest grades of education, whether at a University, Technical College, or other institution.

The scheme includes:—

- (a.) Junior County Scholarships and Probationer Scholarships.
- (b.) Intermediate County Scholarships.
- (c.) Senior County Scholarships and Exhibitions.



**A1.—Junior Scholarships** open to all who have been in attendance at Public Elementary Schools for a period of two years, and are not less than 11 years and not more than 12 years on 31st July. Candidates must be resident within the Administrative County of London.

Head teachers must nominate—

- (1.) All candidates in the sixth or higher standards (boys), and in the fifth or higher standards (girls);
- (2.) Ten per cent. of the qualified candidates in the standards next below these;
- (3.) Any other candidates likely to gain scholarships.

All candidates who reach scholarship standard are to be awarded scholarships; the number of such is not expected to exceed 2,600 (last year 3,416 awarded). Scholarships are for free education at approved Secondary Schools for five (5) years: only renewable after the first three years if reports are satisfactory. Two-thirds of the scholarships are to be given to girls if there is a sufficient number of eligible candidates.

*Maintenance Grants in addition are granted:*

	First 3 year 11-14.	Last 2 years, 14-15.
Candidates whose parents' incomes do not exceed £160 a year	£6 a year	£15 a year
Candidates whose parents' incomes exceed £160 but do not exceed £300	Nil.	£10 a year

Candidates whose parents' incomes exceed £300 do not receive any maintenance grant. At least two-thirds of the scholarships are reserved for candidates whose parents' incomes do not exceed £160.

**A2.—Probation Scholarships.**—Open to boys and girls of not less than 14 and not more than 16 years of age. Confined to candidates who promise to become pupil teachers. Number of such scholarships fixed at 1,200 a year, tenable for two years.

Probation scholarships carry with them a maintenance allowance of £15 a year, without restrictions as to the income of parents.

**B.—Intermediate County Scholarships.**—Intermediate county scholarships are open to boys and girls of not less than 15 years of age and not more than 17. These must be resident within the Administrative County of London, and the incomes of the parents must not exceed £400.

The right to award one-half of these scholarships to candidates whose parents' incomes do not exceed £250 a year is reserved.

One hundred (100) scholarships are awarded each year; a proposal to increase them to 200 is now being considered.

No restriction exists as to nature of school previously attended.

Tenable until the end of the school year in which the candidate reaches the age of 18 years, and may be renewed for another year if the candidate is competing for open scholarships at the universities.

They provide free education at approved secondary school or technical college, and maintenance grants as under:—

Not less than 15 years old and not more than 16—£25 a year

Not less than 16 years old and not more than 17—£30 a year.

Not less than 17 years old and not more than 18—£35 a year.

If renewed for an additional year—£35.

**C.—Senior County Scholarships and Exhibitions.**—To assist candidates to proceed to universities or technical colleges.

Candidates must not be more than 22 years old. The Council reserves the right to give preference to those not more than 19 years of age. The scholarships may be held in conjunction with other scholarships.

Fifty (50) such scholarships are offered. They are confined to candidates living within the Administrative County of London whose parents' incomes do not exceed £400.

They are not awarded on the results of a competitive examination; candidates are selected by the Council.

**D.—Technical, Industrial, and other Scholarships.**—To encourage students to devote themselves to special branches of technical or industrial work.

The same restrictions as to residence, and certain restrictions as to incomes of parents are attached.

Scholarships under this head are very numerous and varied. They include Art and Science Scholarships and Exhibitions (some for free education at day schools, others at evening classes); Scholarships in practical Gardening and Horticulture; Domestic Economy Scholarships for girls and young women; Cookery Scholarships for domestic servants; scholarships for blind, deaf, and crippled children, etc.

## METHOD OF SELECTION FOR SECONDARY SCHOOL SCHOLARSHIPS.

There has been some discussion as to the best method of selecting those most worthy to hold the County Scholarships. A Committee of the Council was appointed to consider the whole scheme of Scholarships, and to recast the scheme so as to meet the varied requirements of the schools. This Committee, in its report, makes the following comments and suggestions:—

*Method of Selection.*—To no part of our task have we given greater thought than to the method of selection of these two or three thousand scholars annually. We have already given reasons against localising the scholarships, either to districts or schools. Imperfect as a central examination may be as a method of selecting potential genius or promising teachers, we do not think that it can be safely dispensed with. On the other hand, we regard it as essential, in the general interest of education, in each school as a whole, that the temptation to form scholarship classes should be removed. We also feel that it is indispensable to any sound system that some way should be found of utilising the valuable opinion as to the scholars' real promise and capacity of the teachers who have educated them. It is a further complication that, as the Council requires to select practically twice as many girls as boys, the scholarship standard will necessarily have to differ as between the sexes. A further consideration is that the Council has inherited from the School Board an elaborate system of selection of scholars from the ordinary school (contributory) to the higher school, with which it is important not to interfere. We aim at combining the good features of the various systems, whilst avoiding their drawbacks.

*Central Board of Examiners.*—We think that the Council should appoint annually for its scholarship work its own board of examiners, upon whom should be placed the responsibility for making the selection of the junior county scholars, according to the rules laid down by the Council.

We propose that this board of examiners should have before it, (a) the recommendations of the head teachers of the schools from which the scholars come; (b) the report of a local committee as hereinafter suggested; (c) the results of a central examination conducted by its own assistant examiners. We think that the board should be free to take such additional steps as it thought fit in any particular case to satisfy itself whether candidates were above or below scholarship standard, and that it should then decide, on the combined results of all its information, on a list of successful candidates, which should be arranged not in order of merit but alphabetically by districts.

*Nominated by the Head Teachers.*—We think that the first step in the selecting process should be taken by the head teacher in the school from which the candidate comes.

The head teacher should supply, with his or her nominations, the address of the scholars, showing them all to be resident within the administrative county, and a table showing the marks attained in the last ordinary school examination in each subject taken, and might also supply a special confidential report on the capacity and promise in particular subjects of any or all of the nominees.

*The Central Examination.*—We propose that all the nominated candidates should sit for a centrally-organised examination, but in two subjects only—namely, simple common-sense problems in arithmetic (including alternative questions, so as to deal evenly with all candidates), and an exercise in English Composition calculated to test not only handwriting and spelling, but more particularly intelligence and powers of observation and expression. We have come to this choice and limitation of subjects after much thought, the objects being (a) to supply the indispensable element of comparison among the candidates from the whole of London, without encouraging special preparation; (b) to enable the examiners to judge intelligence rather than mere memory work; (c) to leave open to candidates of varied tastes a way of displaying that intelligence. The papers would be set and the answers marked exclusively under the direction of the board of examiners, with proper arrangements for ensuring fairness, etc.

As the duty of the board of examiners would not be to place all the tens of thousands of candidates in order of merit, but merely to decide which of them attained to a given standard, we think that the head teachers' marks in the ordinary school examination, combined with the results of the central examination, would usually suffice to determine, with little doubt, those candidates who were plainly above or plainly below the line. For the smaller (but still considerable) number about whose capacity there would be room for doubt, we think the board of examiners should take what steps they thought fit to satisfy themselves as to the candidates' relative position. It would, for instance, be possible for the board (a) to have the examination papers, and especially the English Composition exercise, specially reconsidered; (b) to direct the candidates whose fate was undecided to present themselves for a further examination, either *via voce* or by written papers, possibly conducted under the superintendence of the local scholarship committee, or (c) to send for the papers worked at the ordinary school examination by those scholars, or by all the scholars in a particular school, so as to check the marking. It would not be necessary (if there is no fixed maximum number, and no order of merit) to delay the award of the bulk of the scholarships pending consideration of these cases.

## ST. GALL EN.

### SWITZERLAND.

#### REAL SCHULEN OR SECONDARY SCHOOLS.

Professor AESCHLEMANIE, Headmaster.

The buildings are very fine handsome structures, both internally and externally.

In the boys' school there were 16 classes and 16 teachers. The number of boys in attendance was about 400, 25 to each teacher. There are seven (7) classes in the first section, six in the second, and three in the third.

There were 388 girls in the Realschule, in fourteen (14) classes, taught by fourteen (14) teachers. The average number in each class was slightly higher than in the boys' Realschule, and varied from 33 in the lower classes to 20 in the higher.

The number of sections is four. The lower has four classes, second five, the third three, and highest two.

The hours in these Secondary Schools are, in the boys, seven to eleven and two to four, and in the girls eight to twelve and two to four, except that in the highest form three times a week they are extended to five o'clock for singing and gymnastics.

The boys have holidays on Wednesday and Saturday afternoons, and the girls on Saturday only.

*Drawing.*—The special object of my visit to this school was to see the Drawing Classes taught in rooms set apart and suitably furnished for this subject. The Drawing Master is Dr. Ulrich Heim, who is an enthusiast in his work, and by his methods produces most satisfactory results.

Briefly, the general method employed is for the boys to draw some animal, plant, or object from memory. They are then shown in another room by the aid of a lantern and slide the true form of the subject of their drawing. After studying this for some time, they return to the other room and draw it again from memory.

Not only are inanimate objects chosen for these lessons, but animals and men in various positions and in motion are selected.

The ultimate aim is to be able to sketch a simple landscape, with or without a moving living figure, either from memory or from life.

By the method adopted the boys are not only taught to draw accurately, but so to observe and analyse what they see as to reproduce it at will.

I was shown some excellent drawings, for the most part of landscapes and of men and boys in various attitudes, but I preferred to bring away the papers showing work actually in progress at my visit.

## CANADA.

### VANCOUVER COLLEGE.

W. P. ARGUE, Esq., City Superintendent.

In attendance, 350.

*Admission.*—Children enter when they can pass the entrance examination, and they take this only when they have passed through all classes in the Primary School. There is no limit as to age, ability to pass the examination being the only test.

*Instruction.*—For the first two years the course is as prescribed by the department.

Afterwards the course is that of the McGill University, Montreal, with which the school is affiliated.

*Other Schools.*—There are similar High Schools in Victoria and in other centres to provide for the wants of various districts.

There are 11 teachers for a roll of 350 scholars—an average of just over 30 for each teacher.

### COLLEGIATE HIGH SCHOOLS, WINNIPEG.

B. McINTYRE, Esq., City Superintendent.

Children enter these after passing through the eight (8) grades of the Primary Schools.

The Entrance Examination is uniform throughout the State, and is controlled by the Central Education Office. No one is allowed to enter the High Schools unless he passes this examination, except that children of new emigrants may be admitted by passing a special examination set by the Principal of the High School.

There is no minimum age for admission. A few pupils of 11 years old are admitted, but the average age is 14 years.

All High Schools, as well as Primary Schools, are free.

Each city has its own High School.

The bulk of the expense is borne by the municipality. The Government make grants-in-aid of so much per teacher employed. All teachers are certificated. As much grant is received for a teacher teaching twenty children as for one taking fifty.

### HIGH SCHOOL, MONTREAL.

WELLINGTON DIXON, B.A., Rector.

The High School is not free. It is supported by fees paid by the pupils, a Government grant of \$2,000, and by grants from the rate. In return for the Government grant of \$2,000, thirty (30) free tuitions are ordered by the Lieutenant-Governor, not on the results of examinations, but on certain conditions of good conduct, etc.

*Not a High School only.*—The High School (Protestant) does not confine itself to advanced pupils. As before said, the Elementary Schools are free, but the High School takes young children in the Kindergarten and Elementary Departments if the parents are willing to pay the fees. The High School, except in the case of the scholarships already mentioned, is a school for the children of parents who are willing to pay fees. Out of the 1,200 pupils in attendance, 550 are in the High School proper, and 650 in the Kindergarten and Elementary Departments, all of the latter paying fees.

*Courses of Instruction.*—The Protestants have one High School in Montreal. There are three (3) courses of instruction: Classical, Scientific, and Commercial. The first two run parallel, and there is no difference between them until the fifth form is reached. There is even then so little difference that the two courses may be counted as one.

The whole course takes four (4) years, so that supposing a child enters the Elementary Course at seven (7) years from the Preparatory Class, and takes the whole course as laid down, he would be 13 years old at the end of the Elementary Course, and 17 years at the close of the High School course.

*Free Scholarships.*—In addition to the 30 scholarships in return for the Government grant, forty (40) free scholarships (called Commissioner's Scholarships) are offered by the Protestant Board annually for competition among the children attending the Elementary Schools. The competitor must have passed through the full Elementary course, and only scholars from the Protestant schools can be admitted—the Roman Catholic Commissioners providing for their own scholars.

*Leaving Examination.*—Practically the McGill University sets the papers for the Leaving Examination after the High School course has been completed. Upon the results of this examination, the title of Associate in Arts (A.A.) is granted.

#### CHICAGO.

E. G. COOLEY, Esq., Superintendent of Schools.

*Medill High School.*

Mr. E. C. ROSSITER, Headmaster.

*Organisation.*—The school is not a High School pure and simple, but includes Infant and Primary Departments.

*Teachers.*—There are none but female teachers in the Kindergarten and Elementary Departments, and not many males in any. All teachers in the High School proper are graduates.

Special supervisors in Method are employed in Drawing.

*High Schools.*—Children are admitted to the High School when the Principal certifies that they have passed successfully through the eight (8) grades of the Elementary School.

*Admission.*—There is no minimum age for admission, the only qualification being this certificate. The average age of admission would be slightly over 14 years.

All schools are free to city children. They cannot choose their schools, but must attend certain schools; the districts are well defined.

Children outside the city may be admitted on certain conditions and payments. This applies to Elementary as well as to High Schools. The payment for the former is 50 cents. per week, and for the High Schools \$1.25 per week. Such children are admitted at first on trial.

All schools are mixed, boys and girls working in the same rooms.

*High School Curriculum.*—This is a four years' course. Four groups of subjects are studied, selected by the pupil guided by the Principal.

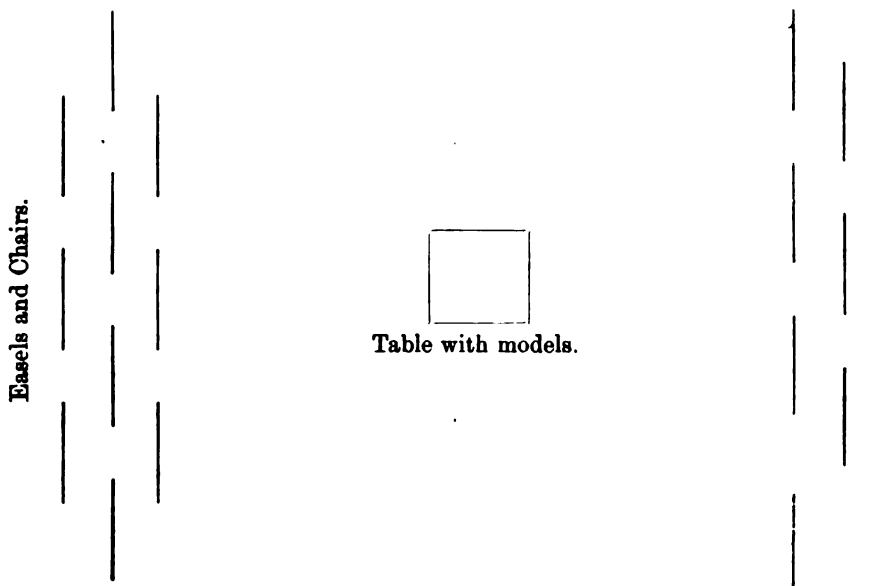
Besides these four groups of subjects, Physiology must be taken if Science is not one of the selected subjects.

Drawing, Music, and Physical Culture are bracketed together as one subject.

English Language and Literature must be taken for not less than two years, and one foreign language for two years. If the study of the foreign language is dropped at the end of two years, the study of English must be continued during the remaining years.

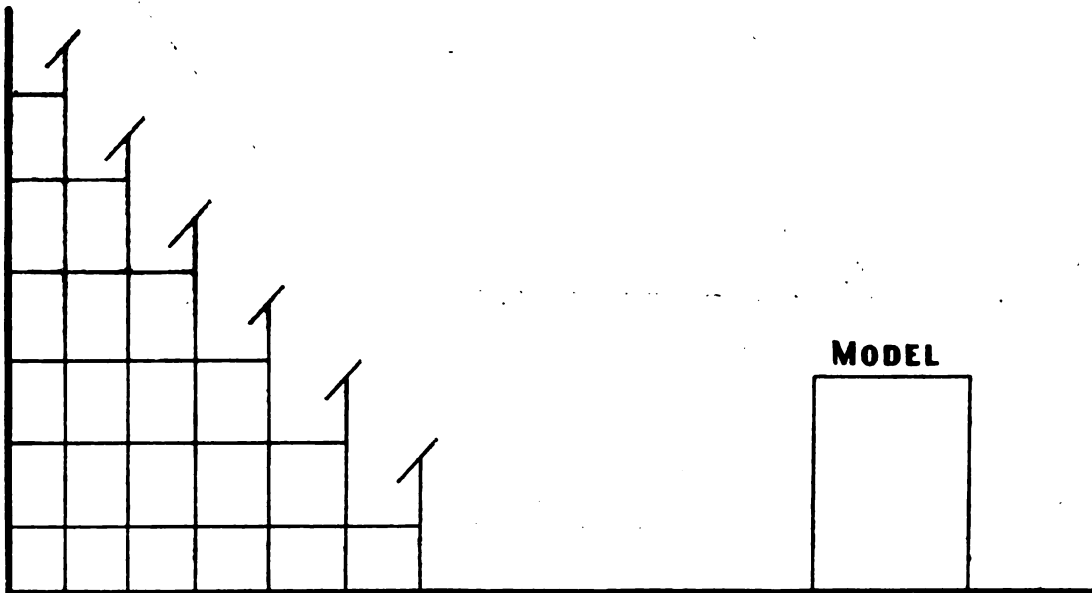
Pupils who desire to enter a Normal School must take a special course of study as laid down in the Course of Study for High Schools.

*Drawing in High Schools (Model).*—Drawing in High Schools is taught by a special teacher. The subject taken was Model Drawing, and the room, used only for Drawing, was arranged as under:—



In the newer buildings the drawing rooms are arranged differently (*see next sketch*), the children resting their drawing boards on the high backs of the seats in front of them.

*Arrangement of Drawing Rooms.*



Models are drawn with pencil on paper in freehand; afterwards the drawings are shaded from the model itself as seen by the pupil.

*Models used.*—The models used at my visit were: Cone and hexagonal prism; hexagonal prism with equilateral prism resting on it, with one end on the table; flower pot, etc.

Plaster casts are sometimes placed in front of the class, and are then drawn in freehand by the pupils, and afterwards shaded.

*Geometrical.*—In geometrical work some were drawing from copies, somewhat intricate in design, to obtain mechanical accuracy. When accuracy had been obtained, they were allowed to copy drawings of machinery.

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NEW YORK.

WILLIAM H. MAXWELL, Esq., City Superintendent of Schools.

**ENTRANCE TO HIGH SCHOOLS.**—The only entrance to the High School is by certificate signed by the District Superintendent and the Principal of the Primary School.

Children may be admitted to the High School from private schools, provided they pass an examination set by the Department equal to the attainments of the eighth grade in the Primary Schools.

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WADLEIGH HIGH SCHOOL FOR GIRLS, 114TH STREET.

Principal—Dr. JOHN G. WRIGHT.

*2,500 in attendance.*

Nine (9) males and 104 females compose the staff—about 22 scholars to each teacher.

Each teacher is confined to certain subjects. The pupils change rooms after each lesson. Each lesson is 45 minutes in length. The change of rooms is made in three minutes, in perfect order. Bells ring by electricity from the central office, and are in every corridor. The majority of the classes consist of 30 to 40 pupils.

There are four (4) teachers of Gymnastics, all females. Teachers and scholars wear rational dress.

All classes are free, and all books are provided. Pupils are allowed to take books home. When leaving school, these books have to be returned.

A truant officer visits the home of those not returning the books when leaving. Her salary is more than saved by these visits.

*Syllabus overcrowded.*—The Principal informed me that there is more in the syllabus than they can thoroughly masticate in the time.

## II.—TRAINING OF TEACHERS.

### BRITISH COLUMBIA.

At present there is no Training College, but all teachers have to pass through a High School, and then are specially prepared for the work of teaching by a staff of teachers distinct from the High School staff. One of the city schools is treated as a Practising School.

In British Columbia there are no monitors or pupil teachers. The High School takes the place of preparation classes, and all teachers must pass through the High School and take the special training mentioned above. All teachers are certificated.

At present students in training are taught in one part of the High School building. A training college is in contemplation.

### WINNIPEG.

Pupils remain three (3) years in the Winnipeg High School if they go for the ordinary leaving examination; for two years more if they wish to qualify as teachers.

All teachers receive their ordinary education in the High School. They then go to the Normal School or Classes, provided they are 18 years old. There are two (2) courses in the Normal College, one a short course of 13 weeks which all must take, and which gives a third-class teacher's certificate.

This is followed by at least a year's teaching in the Primary Schools.

They then go back to the College and take a six (6) months' course, upon which a second-class certificate is granted.

A first-class certificate may be obtained by a teacher by examinations on certain prescribed books:—One examination after twelve (12) months' reading on half of each of the books; the second examination on the other half, after a further study of 12 months.

### NEW YORK.

Males wishing to be teachers must go to one of the Universities and take a degree, including a Pedagogic Course.

Females may go from the High School to the Training School for Teachers for a two years' course. In the last six (6) months of this course the students teach in the schools, receiving a small salary.

### TRAINING SCHOOL FOR FEMALE TEACHERS, 119TH STREET.

Dr. G. U. JONES, Principal.

The main room is partitioned off into six (6) or seven (7) rooms by sliding doors, with glass in the upper panels and blackboards in lower.

Each class consists of about 35 students. The main room is not used as a class-room, but by students that are not required elsewhere, as a Study Room. The room is fitted with Mono desks.

The building is four (4) stories in height. The two lower are devoted to the Model School; the two (2) upper, to the Training School.

The Model School is not a Practising School, only a school of observation. The teachers in the Model School all receive a special salary, and have to be specially licensed as teachers of Model Schools, after three (3) years' service elsewhere.

There are three hundred (300) students in the Training School; of these, 250 are in classes and 50 in the Model School.

There are fifteen (15) teachers—five (5) males and ten (10) females.

The buildings are eminently suitable, and are replete with the latest fittings and appliances for the teaching of Biology, Chemistry, and Physical Science.

The conditions under which students are admitted are as follows:—They

- (1.) must have completed a four years' course in a High School.
- (2.) must be at least 17 years old.
- (3.) must have been examined by the City Superintendent.
- (4.) must sign a bond to engage in the work of teaching.

As before said, students use the Model School for observation only. They practise in the Elementary Schools of the city. For each day of actual teaching in these schools students receive payment of one and a half dollars.

The two years' course is divided into four (4) terms of six (6) months each.

After three (3) such terms have been successfully taken, an examination is held by the Principal, and the successful students are then appointed to practise in certain city schools for six (6) months. They receive one and a half dollars a day in payment, but are employed at the discretion of the Principal of the school to which they are appointed. The Principal reports on them, and an officer of the Training School also inquires into their work. They take no more lectures at the Training School, but report to the Principal of that school every week, bringing with them a card showing their progress. If these reports are satisfactory, they are licensed as temporary teachers for one year. If still satisfactory, they are further licensed for two (2) more years, making three (3) years' probation in all. If the reports are not satisfactory, they may be dropped, or their probation as licensed teachers may be lengthened for one or more years.

When finally satisfactory, at the end of three (3) years, their license is confirmed. This is the final step.

## ZURICH (SWITZERLAND).

To attend a Training College, pupils must be 15 years old, and must have passed through the full course of the Sekundarschule or Higher Grade School, or its equivalent. The training course is four (4) years in length. There is an examination at the close in the theory and practice of teaching, and certificates are granted by the Education Board on the results.

Attendance at the Training College is not essential to gaining this certificate. The examination is open to all candidates.

There is a Practising School attached to the Training College, attended by 61 pupils.

Certificated teachers do not receive definite appointments for two years after. They are classed during that time as provisional or temporary teachers.

Teachers of Higher Grade Schools (Sekundarschulen)—

- (1.) Must have taught for one year in a Primary School.
- (2.) Must have studied two years at a University.
- (3.) Must have passed the examination prescribed for such teachers.

## GENERAL CONCLUSIONS.

1. That no one should be employed as a monitor until he or she has reached the age of sixteen, and has passed successfully through a Secondary School, or equivalent examinations.

2. That any pupil of a Secondary School should be able, at the age of fourteen (14), to signify his intention of taking up the profession of teaching; and that for those who so elect, the curriculum of the Secondary School should be slightly modified.

3. That those candidates who are appointed monitors should then teach for at least one year in an elementary school.

4. That during this year of teaching, unsuitable candidates should be dropped.

5. That those remaining should then proceed to the Training College for a further course of two years, where the general education commenced in the Secondary School would be continued, but special attention would also be given to the theory and practice of teaching.

6. That the last six months of this College Course may well be entirely devoted to practising in the Primary Schools of the State, under similar rules to those obtaining in New York.

## III.—PRIMARY SCHOOLS.

## CANADA.

## WINNIPEG.

A notable feature in the primary work of this State is that two female specialists in primary work are employed. They visit all city schools. One is responsible for grades 1 and 2, and the other for grades 3 and 4.

Other specialists are employed for Drawing and one for Singing.

The ordinary teachers give instruction in these subjects, but the specialist visits each school in turn, and points out right methods.

The special teachers also summon those teachers who are defective in method, and give instruction to them on the defective subjects. Teachers, when summoned to attend these classes, are bound to obey.

## MONTREAL.

*System of Education.*—The system of education in Montreal is largely modified by the religious question. The Roman Catholics number three to Protestants one, and there is no national system of education in Montreal City or in Quebec Province. The Eastern District is under a Board of Commissioners, though the Government Inspector does visit the schools and report.

The Roman Catholics and Protestants have their own schools. The regulations and curriculum are fixed by six (6) Commissioners for the Roman Catholic Schools and another six (6) for the Protestant. In each case three (3) Commissioners are appointed by the Government and three (3) by the City Council. These Commissioners manage their own schools, fixing the regulations and the curriculum.

There are six (6) classes in the Elementary Schools, each class being supposed to take one year's study. Each year's course is divided into two parts, one for each six (6) months.

These Elementary Schools are free, and are supported by a rate in the city of four (4) milles in a dollar. The individual citizen may decide as to whether his rates go to the Roman Catholics, the Protestants, or to a Neutral Panel. If to the latter, the amount is divided, according to the population, between the two classes of schools. In Montreal three-fourths go to the Roman Catholic, and one-fourth to the Protestant Schools.

## UNITED STATES.

## CHICAGO.

*Drawing.*—In the Elementary Schools the higher grades draw with coloured chalk, charcoal, and pencil, flowers, landscapes, etc., the former from Nature, the latter from designs. The houses in these landscapes are built up of kindergarten bricks, and the teacher and children supply the trees and surroundings.

## NEW YORK.

*System of Education.*—There are eight (8) grades in the Primary Schools. These must be passed before admission into the High School. The average age of admission into the High School is  $14\frac{1}{2}$  years. In the High Schools a four (4) years' course is the rule. The student then graduates from the High School and receives a certificate to that effect.

The number in Kindergarten Schools is 13,645; in Elementary Schools, 510,560; in High Schools, 19,330. Thus in every hundred 2.4 are in Kindergarten Schools, 94 in Elementary, and 3.6 in High Schools; a low percentage for the last. The total number of children attending schools of all grades is 543,535.

Education at Primary and High Schools is entirely free, and no charges are made for books. In the words of one of the officials of the department, "there is not a cent of cost to the parents in either Primary or High Schools."

As a general rule, there is no special preparation for pupils entering the High School. All applicants take the course prescribed in the regulations for Primary Schools. The pupils go straight from the Primary Schools to the High Schools on the completion of the eight (8) grades.

*Grouping of Higher Classes into one School.*—A new experiment is now being tried. A school has been placed equidistant from several others, and into this all the children who have passed through the first six (6) grades in the Primary Schools are being gathered, and thus space will be left for the lower grades. The expectation is that the instruction given in this Central School will be more efficient and the cost less. Before, the same work was done in three or more schools with small classes; now there will be two large classes. The expectation is that the cost will be two-thirds of the present.

A further advantage will be that the teachers will be able to take subjects rather than classes, the children moving from class to class as required.

In this experiment there will be no alteration of the curriculum; only of organisation.

## MODEL SCHOOL, 119TH STREET (NEW YORK).

*Drawing.*—Freearm Drawing, as we understand it, is not taken, and no wall blackboard space is provided for the scholars. The teacher thought that its inclusion would be an advantage. The pupils draw on paper on the desk with pencils held loosely by the upper end. A freedom of movement is thus cultivated from the wrist. Pencil, crayon, and charcoal are used.

Drawings are made of actual objects, and are sometimes shaded. Practice is also given in "imagination" drawing.

The mistress explained that they have a similar difficulty as we have in the work of the upper grades. Fair proficiency is obtained about the fifth grade, and in the upper grade little further progress is made.

In the drawing, as described, no rubbing out is allowed.

## ENGLAND.

## LONDON.

## LANGFORD ROAD INFANTS' SCHOOL, L.C.C., FULHAM.

Head Teacher—Miss COLLINS.

This is the school which was selected by Mr. Jackson, after consultation with the District Inspectors, as a good specimen of a First Class Infants' School.

H.M. Inspector, Mr. Campagnac, was in attendance at the school.

I found the school a splendid one in every respect. Not only was the building a suitable one, and the apparatus provided ample, but the teachers were well qualified for infant instruction, and the head mistress was an enthusiastic and efficient teacher. Miss Collins was at great trouble to show me everything she thought would interest me, and kindly forwarded to me specimens of the children's work, illustrating the correlation of Nature study with the ordinary subjects of school instruction.

Number present, 540 children. There were three (3) large classes of Standard I. children. The rooms throughout were paved with wood blocks. These were admirable in keeping down noise and preventing dust.

*Nature Study.*—The little ones are brought into contact with Nature in every possible form. They study actual leaves and flowers, and it was interesting to see how the study was intimately connected with writing, reading, composition, drawing, and painting. All these were correlated and combined.

I cannot speak too highly of the work. Much of the writing and composition would have done credit to older children, and the specimens obtained will give a good idea of the results of the system, as they were not isolated specimens, many being equally creditable.

The method adopted is as follows:—A conversation lesson is given on an object, during which the children are led to talk freely with their teacher as to what they themselves observe, or the teacher tells the children a simple story.

The little ones then write a sentence or two as an exercise in composition.

They next illustrate their own sentence by a drawing suggested entirely by themselves.

As may be seen by the specimens, the composition is excellent for such young children, being only equalled by the writing, some of which surprised me.

Many of the drawings were very quaint, and showed that the children had exercised their imagination.



*Leaf Printing.*—This has been introduced with good effect. Any ordinary leaf is taken. Carbon paper is then pressed gently but firmly on the leaf, and the impression is then taken from the leaf on to a sheet of blank paper. The children are then led to observe the beautiful marking of the leaf, its shape, and any peculiarity which may differentiate it from other leaves.

Freearm is taken, but I found that it was dropped when the children were transferred to the upper school.

The decorations executed by the teachers were very beautiful, and made the room look bright and cheerful. All decorations were designed to assist in the work of teaching. The windows of the main room were decorated with paintings, in water colour, of flowers growing in each month of the year.

The singing was not only a recreation, but was made to bear on the work of the school. The songs I heard were illustrative of geography, play, helping mother, imagination, wind, weather, etc.

The same remark may be made about recitations. They were not only interesting and instructive, but assisted in the ordinary work.

I could not but be struck with the way in which the children were led to learn unconsciously. They appeared to be at play, but they were undoubtedly learning all the time, as was evident when the ordinary work, such as the three Rs, was inspected.

Sand trays are largely used in the lowest classes, and are followed by the writing of letters on brown or white paper.

I tested several of the children in Standard I. in reading unseen passages. The reading was really excellent in every way.

I noticed that the head teacher had a large selection of infants' reading books. She keeps all the specimens sent to her by the publishers, and constantly uses them in Standard I.

Discipline and tone were excellent. I have seldom seen such young children so perfectly at their ease, and yet so industrious and amenable to discipline.

#### BABIES' CLASS—AGE 3 AND 4 YEARS.

*Drawing Scheme.*—No formal drawing lessons are given, but children draw in connection with nearly all their lessons, e.g.:—

- (1.) *Language Lessons* are begun by allowing children to draw anything they like, and then encouraging them to talk about it.
- (2.) *Number and Reading Lessons.*
- (3.) *Memory Drawing.*
- (4.) *Drawings of plants grown in school and objects connected with lessons.*

NOTE.—First sand is used, then millboards, and blackboards.

#### MIDDLE DIVISION (5 and 6 years).

In addition to above, formal drawing lessons based on "Alternative Course;" but drawings illustrating growth of bulbs kept in school, tadpoles, etc., sketches from Nature of leaves opening in water—illustrations for recitation, etc.—are regularly taken.

*Original drawings* are made by children to illustrate stories told to them.

*Memory Drawings.*—(a.) Children are told to look at something beforehand and then draw from memory. (b.) Children draw entirely from memory and correct drawings by comparing them afterwards with the actual object.

#### UPPER DIVISION, STANDARD I. (6 and 7 years).

In addition to above—

*Brush Drawing.*

*Ruler Drawing* from designs made by children (a) with sticks, (b) with tablets (two colours).

Children draw these to correct measurements first on *squared* then on *plain* paper.

#### *List of Occupations.*

1. Embroidery Pricking.
2. Paper Folding.
3. Paper Cutting—1. From wall papers and pictures.  
2. Ordinary Kindergarten.  
3. Advanced Kindergarten.
4. Mat Weaving.
5. Rug Making.
6. Woolwork on Canvas.  
String work, Macramé.  
Clay Modelling.  
Repoussé.  
Strip Woodwork.  
Carpentry.  
Boot Cleaning.  
Housewifery.  
Cookery / B. and G.  
Laundry }  
Needlework—Knitting.

- Herring-bone } Leading to fancy needlework.  
 Darning }  
 Cane Weaving.  
 Chair Caning.  
 Paper Colouring—Crayon or Chalk.  
 Brushwork.  
 Paper Tearing.  
 Gardening.  
 Swimming.  
 Paper Flower Making.  
 Bead Threading for Jap Curtains.

*Mounted Specimens illustrative of Correlation.\**—These are very suggestive, and show very clearly the method adopted and the results of the method.

1. Nature poem illustrated by crayon.
- 1a. Drawing, Writing.
2. Nature Study—Crayon, Chalk, Composition, Writing.
3. Number pictures in chalk and crayon.
4. Memory Drawing, chalk and crayon.
5. Nature Study and History—illustrated in chalk and crayon, also Composition.
7. Object Lesson—illustrated by Writing, Composition, Printing, Leaf Printing, Cutting out, etc.
8. Printing and Drawing in connection with Reading and Recitation.
9. Leaf Printing.
10. Pattern made with tablets—original.
11. Japanese Fairy Tale, illustrated by Composition and original Drawings.
12. Drawing of Nature Study kept by child.

*\* Teachers may see these and other specimens later.*

#### MILLBANK PRIMARY SCHOOL.

Head Teacher—Mr. THOMSON.

This school was selected by Mr. Jackson, the special feature being Drawing.  
 H. M. Inspector accompanied me round the school.

#### DRAWING.

It appears that the London County Council has two systems of drawing, one of which may be selected; one by Mr. A. Wilkinson, A.R.C.A., and the other by Mr. Langman.

*Mr. Wilkinson's Scheme.*—This is the scheme taught in the Millbank School. Its main principles are:—(1) the number of copies and objects for study in each standard are just sufficient for one year's course; (2) variety is ensured in plant, animal, and architectural forms; (3) subjects are closely connected and smoothly graded.

The scheme embraces exercises in freearm drawing, memory drawing, manual training—(a) modelling and (b) brushwork—geometrical drawing, model drawing, tinting, drawing for woodwork, shading of casts and models. The geometrical drawing includes solid geometry, commencing as early as Standard III. For girls, drawing to scale of patterns of simple garments.

I went through this school and, by the kindness of the Inspector and the Head Master, saw each class at work in one or other of the subjects.

A special teacher is employed for the higher classes. He teaches drawing for three (3) half-days per week in this school, and visits other schools for the rest of the week.

#### DRAWING SYLLABUS BY MR. LANGMAN, L.L.C.

This alternative scheme was not in operation in the schools I visited.

*Two Divisions.*—The scheme is a good one, carefully considered and graded. The subjects included are grouped under two heads, viz.: Mechanical Drawing and Colouring, and Freearm Drawing, with an optional division under the terms Modelling and Brushwork.

- I. The first head includes Geometrical Drawing with special reference to Scale Drawing.
- II. The second head embraces Freearm, Memory—Designing and Model Drawing; the last named in the three higher classes.

*Freearm.*—The Freearm Drawing, so far as I could learn, is not Freearm as we understand it, as drawing from the shoulder is not insisted on. The note in Class VII. naming the materials to be used bears out this statement. Freearm as practised in London appears to be half Freearm and half Freehand, as shown by the specimens. Certainly in Model Drawing, Freehand is used almost to the exclusion of Freearm.

*Ex VII. Class.*—The curriculum laid down for the special class carries the subject much farther and provides ample occupation for those pupils who wish to remain at school after passing through the seventh standard.

*Girls.*—An important addition is that the girls should be taught drawing as applied to patterns in Needlework.

*Model Drawing.*—The models drawn in the upper classes have to be shaded with pencil by parallel lines, and this shading is extended in the special class, to Drawing from casts.

## LONDON.

## STANLEY HIGHER ELEMENTARY SCHOOL.

I visited this school with Mr. Jackson.

This and the following school (Cable Street, East End, London), are really Secondary Schools, but as they are at present in process of development from the Elementary to Secondary I have placed them with the Primary Schools.

The special object of the visit was to see the drawing.

*Pupils.*—The pupils are in the 5th, 6th, 7th, and Ex 7th Standards, or, as they are now called, 1st, 2nd, 3rd, and 4th years.

*Drawing Course.*—1st year.—Model and Freehand.

2nd Year.—The same, and a little Freehand from the cast and from nature.

3rd Year.—Model—Common objects in outline, and toned with black and white chalk.

Also Freehand from casts and photos of casts.

(All models in outline with pencil).

4th Year.—The same, but more advanced, with colors in chalk and water colours.

A strong point is made of Nature Drawing from leaves, etc.

*Application.*—The first year pupils were drawing models in two classes. They were arranged in a circle, with the model in the centre, each pupil drawing the model as he actually saw it.

One group was drawing a pedestal with a blackboard on the top of the pedestal.

*The second group* was drawing a cube and flower pot.

*Science Subjects.*—Special teachers are appointed for Drawing, Physics, Chemistry, Metal and Woodwork. Classes are sent to these teachers in rotation.

## CABLE STREET, EAST END, LONDON.

Head Teacher—Mr. WINKWORTH.

I visited this school in company with Mr. Jackson. The school is situated in the East End of London, but the special feature of the school is the thorough manner in which Nature study has been introduced.

The school is mixed—boys and girls. There are 300 in attendance. The children of the upper classes are drafted into this school from surrounding schools.

*Nature Study.*—The teacher is an enthusiast on this subject, and spends his Saturdays in obtaining samples of wild and other flowers for the use of the children. The boys accompany him in these expeditions. A long table, almost the whole width of the school-room, was covered with flowers in glasses, all of which are used daily by one or other of the classes. Plants in all stages of growth were arranged around the room.

In one room I entered, the boys were drawing plans and sections of plants. They first examine them under the microscope, and then draw them in pencil, afterwards inking the drawings over. The drawings were good, showing painstaking work.

The chemistry room is a poor one. General principles are first taught, then specimens illustrating these principles are handed to the pupils, and they examine them and write out the formulæ indicating what they have done. The usual method—experiment first by the teacher and afterwards by the pupils—is never followed.

*Remarks.*—Much home work is done at this school. It is very neat, but must take up a large portion of the children's evenings.

While the work done at this school was really wonderful for its neatness and detail, and while it illustrates what can be done under the adverse environment of the East End of London, I do not think that it is productive of the highest good to the pupils. It certainly interests them, and cultivates their powers of observation and love of Nature, yet it did not appear to me that the education was sufficiently wide to prepare them for actual life. The method might make amateur biologists, but I question its power to create good citizens.

*Housewifery.*—Attached to this school was a school of Housewifery. A large house of several stories—the typical London house—has been rented and suitably furnished.

Here the girls are taken, a few at a time, and given practical instruction in all the details of House Management, including Cookery, Laundry Work, Domestic Economy, and Housewifery.

The idea is a capital one, and is a splendid adjunct to a mixed school.

## SCHOOLS FOR DEFECTIVE CHILDREN.

I also visited two special schools, one for defective, and one for blind children.

The method is as follows:—The head teacher reports if any children are, in his opinion, mentally defective. They are then examined by a medical man, and if he reports to the same effect, the children are drafted into the special school, where they receive suitable instruction by teachers specially qualified to deal with them. There were about 60 defective children in the school I visited, under three teachers, and certainly the mental condition of these children would have prevented their deriving much benefit from instruction under ordinary conditions.

The teacher informed me that their object was not only to instruct their pupils but to cure, and when it was found that a pupil had progressed, he was sent back to the ordinary school. Such transfers were not unusual.

This school was on the same block as the Millbank School, but the buildings were entirely separate. I found also that in St. Gallen (Switzerland) a similar treatment of mentally defective children prevailed. In one visited there were three classes and three teachers. The medical officer appointed examines the children reported by the head teachers to be defective, and on his decision the children are transferred to these classes or retained in the ordinary school.

#### BLIND SCHOOL.

Here there were eight (8) children under instruction. The teacher was also blind, though I should not have known it unless I had been told. It was pleasing to see how animated and interested in their work these children were, and certainly the London School Board has done its duty in providing such schools.

This school was on the same block as the Cable Street School.

#### READING.

I find that in England there is a strong tendency to limit reading aloud in Standards V., VI., and VII., and also in a lesser degree in the third and fourth. The contention is that reading does not necessarily mean reading audibly, and may be defined as the art of deciphering and retaining the meaning of a printed page.

To secure this, to provide a greater amount of reading matter, and for economical reasons, instead of using, say, two or three books in a class—one book of each kind for each pupil—a fewer number of a more extended series are obtained, e.g. :—

#### FOR CLASS OF 50 CHILDREN.

Old method—3 books for each pupil	...	...	...	150 books.
New method—10 books, 15 of each kind	...	...	...	150 ..

At the reading lesson the class would be divided into, say, four groups, each group using a different book. This would provide a wider range of reading matter, and each group would read silently. The teacher could take each group in turn, assisting the pupils to grasp fully what they had only partially understood.

After the lesson is over, the pupils are asked to write an account of what they have read silently. This method fasten the subject matter of the lesson, enables the teacher to discover how much has been understood, and correlates the lesson with composition.

This practice I thought might be a useful suggestion to us. Without additional expense, we should widen materially the field of literature open to the children. Another great advantage would be that we might be able to introduce some of the standard works of English literature—a course which is very difficult while the reading matter is confined to two or three books.

#### SWITZERLAND.

##### ST. GALLEN.

*Kindergarten.*—Ninety (90) infants in three classes with three teachers.

Hours—9 to 11 and 2 to 4.

Wednesday and Saturday afternoons are holidays.

When I arrived, two classes were out for a walk with their teachers. The other class was in the playground, the girls playing with dolls, perambulators, etc., and the boys digging in a heap of sand with spades. The boys were provided with wheelbarrows. The teacher was in charge, and was conversing with some of the little ones.

At my request, the children (24 in number) were taken into the school-room and put through several exercises. First came a succession of games, the little ones in couples walking, singing, and passing in order under outstretched hands. A ring was then formed, and the teacher held a conversation with the children on the subject of birds. The motion of birds was illustrated by actions, in the first place by all, and then by one, while the others sang an appropriate song.

The building was a substantial one, but old and somewhat gloomy and depressing, the ceiling being very low. Wooden blocks formed the flooring.

#### KNABEN UNTERSCHULE (LOWER PRIMARY).

##### Hours.

Section	I.—Morning: 10 to 12; afternoon: 2 to 4
"	II.—" 8 to 10 " 2 to 4
"	III.—" 8 to 11 " 2 to 4

Class I. has three half-holidays, Class II. has two half-holidays, and Class III., three.

##### Classes and Staff.

Six Classes in Section	I.	228 boys.
"	II.	270 "
"	III.	270 "
Total	...	768 ..

There are 18 classes taught by 12 teachers. The classes are grouped for some subjects. The varied hours of instruction and the holidays (these are not on the same afternoons) make the work possible for 12 teachers.

*Instruction, etc.*—The order was easy, but the children were attentive, and all appeared happy and interested. The teachers also were bright and cheerful, there being an absence of the worried look so often seen on the faces of teachers.

A lesson was given to Class I. on word-building by the phonic method, correlated with writing on slates. The children formed the letters on slates at the same time as the teacher did the same on the blackboard. The teacher was exceedingly careful that the enunciation of the children was correct.

The blackboards were hinged in the centre, making it possible to hide or preserve the written work on either side by folding one-half over the other.

#### MADCHENOBERSCHULE (GIRLS' UPPER PRIMARY).

Classes IV., V., VI., VII., and VIIIth. The children in the VII. and VIIIth Classes were over 12 years of age, and were not to be transferred to the Secundarschule, either from choice or because they were not sufficiently advanced.

The classes numbered 21, viz.: 6, IV.; 6, V.; 6, VI.; 2, VII.; and 1, VIII.

There were 903 scholars in the school.

*Hours.*—The girls work in school from 8 to 11 in the morning and from 2 to 4 in the afternoon, two hours per day less than the boys. They have not only Saturday afternoon holiday, but Wednesday afternoon as well.

*Teachers.*—Twenty-one in number, and eleven (11) for Needlework alone. Excluding Needlework, the average number of girls in each class was 43. The eleven teachers of Needlework devote their whole time to that subject.

#### KNABENOBERSCHULE (BOYS' UPPER PRIMARY).

*Building.*—This was the finest building of all. Its special feature over and beyond any other building was the palatial entrance hall, with its massive and artistic columns. The corridors were five (5) yards wide.

*Classes and Teachers.*—Six (6) each in IV., V., and VI., two (2) in VII. and one (1) in VIII.—21 classes in all. These were taught by 21 teachers.

*Hours.*—Morning 8 to 12, afternoon 2 to 5 all the week except on Saturday afternoon.

#### WINTERTHUR.

I saw the boys and girls of the 5th and 6th classes at work, also the Ober class, that is those who are not going to the Gymnasium or the Secondary School. The former were having a singing lesson, using music books written in the staff notation. The music they read with comparative ease. Their voices gave evidence of good training. The latter were taking a reading lesson and great attention was given to the meaning of the words and the subject matter of the lesson. The boys and girls of the Ober classes, similar to our seventh and ex-seventh, are taught in separate classes. The other classes are mixed.

#### THE PESTALOZZI MUSEUM, Etc.

##### ZURICH.

I visited the Pestalozzi Museum and the Stores of the Education Department with Herr Fritschi.

*Manufactures, etc.*—In the Museum was a rare collection of specimens of manufactures, minerals, maps, books of all kinds, models, etc.; indeed, everything which could be of assistance to teachers. There is a good library containing educational periodicals from all over the world.

*Apparatus.*—A collection of specimens of apparatus used in scientific instruction in Secondary Schools has just been completed. The list contains 142 items. The use of many of these is compulsory in Secondary Schools, but all are really necessary to illustrate the experiments required and explained in their text books on science.

*Children's Work.*—The samples of work done by the children were also very interesting. The most remarkable were the drawings and specimens of modelling, especially models of contours and models of leaves. The latter were not modelled separately, but on slabs, and the application of this work to vases, jars, etc., was not only interesting, but very useful.

The initial teaching of contour modelling and plans showing the contours was splendidly illustrated.

*Maps.*—The maps used in the Swiss schools are splendid specimens, especially the maps of Switzerland and the local maps of the Zurich canton.

These maps show very clearly the contour of the country in minute detail. There were also shown some capital contour models of the country, made by the teachers, and others equally good by scholars, showing what can be done in this direction to illustrate graphically the contour of the country.

*Pestalozzi Room.*—One room was devoted to relics actually connected with Pestalozzi: His letters, pictures, his study chair, his death cast, etc., etc. One letter was written when he was 82 years old.

IV.—TWO SWISS SYSTEMS OF EDUCATION.

ST. GALLEN CANTON.

**AGES.**—Children may attend the Kindergarten when four (4) years of age. At six (6) all must attend the Primary Schools—the Unterschulen, with Classes I., II., and III.; the Oberschulen, with Classes IV. to VIII.

At 12 years of age (after passing through Class VI.) boys may go to the Gymnasium or Sekundarschule.

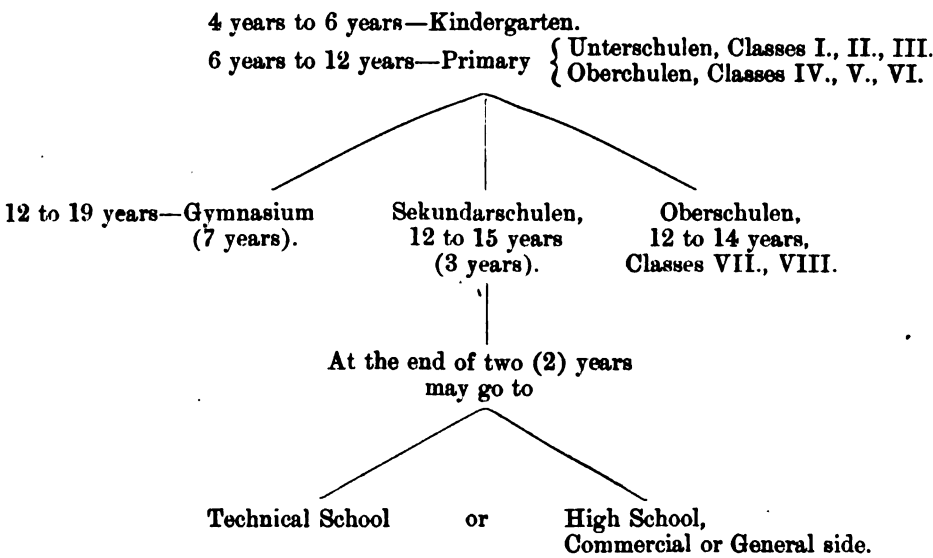
The Gymnasium Course is a preparation for the University, and lasts seven (7) years.

The Sekundarschule Course lasts three (3) years.

If the boys do not elect to go to the Gymnasium or the Sekundarschule they remain in the Primary School, and pass through Classes VII. and VIII. From the Sekundarschule the boys, at the end of two (2) years, may go to the Technical School or to the High School (Commercial or General Course). The Technical and High Schools are Cantonal schools, the others are local schools.

Most of the pupils go to the Sekundarschule.

ILLUSTRATIVE TABLE (BOYS').

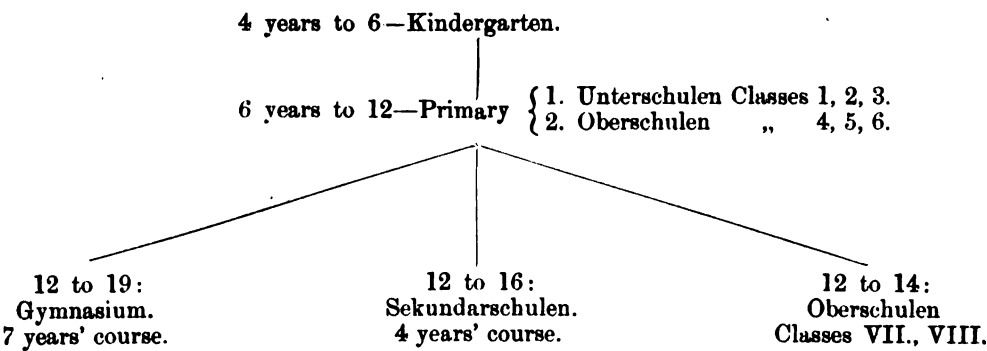


**12 Years Girls.**—Girls at 12 may go to the Gymnasium (12 went last year) or to the Sekundarschule, where the course is four (4) years instead of three (3), as in the case of boys. This is because there are no Technical or Industrieschulen for girls.

**15 Years.**—Most of the girls leave the Sekundarschulen at the end of three (3), others stay one year longer. There is nothing further for girls, unless they choose to go to the Gymnasium at the age of 12 years.

**No Mixed Schools.**—One great difference from the Zurich system is that not only are the sexes separated after leaving the Primary Schools, but in the Primary Schools themselves. There are no mixed schools in St. Gallen.

ILLUSTRATIVE TABLE (GIRLS).



**Fees.**—In Gymnasium, Technical, and High Schools a mere nominal fee is charged, and books have to be bought.

**Books.**—Children from other countries may attend on payment of a fee of 60 francs per year.

**Continuation Classes.**—There are numerous Continuation Classes at which pupils may continue their studies in industries. The local industry is embroidery.

**Teachers.**—All teachers employed in *Sekundarschulen* are males, except for Gymnastics.

#### Summary.

4 years to 6 years—Kindergarten.

6	„	„	12 years—Primary	I. }	...	Knaben Unterschulen.
				II. }	...	Madchen Unterschulen.
				III. }		
				IV. }	...	Knaben Oberschulen.
				V. }	...	Madchen Oberschulen.
				VI. }		

12 to 14 years	...	...	VII. }	...	Oberschulen.
			VIII. }		

12 to 19—Gymnasium (boys and girls)	...	12 to 15 <i>Sekundarschulen</i> (boys).
		12 to 16 <i>Sekundarschulen</i> (girls).
		14 years Technical or High School.

#### ZURICH CANTON.

The system is a model of co-ordination.

**Schools.**—The schools are :—

- (1.) Kindergarten (1,105 pupils).
- (2.) Primary Schools (Classes I. to VI.) (13,437 pupils).
- (3.) Enlarged Primary Schools (Classes VII. and VIII.) (1,039 pupils).
- (4.) *Sekundarschule* (2,400 pupils).
- (5.) The Girls' High School (440 pupils).
- \*(6.) *Industrie Schule* { 1. Technical (205 pupils).  
                              2. Commercial (148 pupils).
- \*(7.) The Gymnasium (*Kantonschule* or Boys' High School) (405 pupils).
- (8.) Private Schools (1,013 pupils).
- (9.) Continuation Classes (1,345).

\* These require a small fee. The highest fee is 48 francs a year. All the rest of the schools are free except No. 8.

Besides these schools there are Continuation Classes of all kinds, a training college for both sexes, art classes, manual, agricultural, viticultural, and market gardening classes.

**Course.**—The course of a child is as follows :—

*Four years old.*—At four years old to the Kindergarten School (1,105). Attendance here is optional.

*Six years old.*—At six years old to the Primary Schools (13,437), either public or private. The latter are under Government supervision. Attendance from six to fourteen years is compulsory.

There are six (6) classes in these schools, and, as a rule, one year is devoted to each class. The scholars are promoted annually. The parent has the right to appeal if his child is not promoted, and then the child is re-examined. The Primary Schools are mixed.

**Norm.**—Soon after admission children are medically examined. There are special schools for mentally defective children (268).

*12 years old.*—At 12 years old the ways educationally divide. The parent may select the course of training to be subsequently followed, subject to the ability of the child, and to his own circumstances.

The child may go to one of the following schools:—

I.—The Kantonschule or Gymnasium (Boy's High School) (405).

II.—The Sekundarschule (The Higher Grade School Mixed) (2,400).

III.—The Enlarged Primary School (Classes 7 and 8) (1,039).

He must remain at one or other of these schools until he is fourteen (14) years old, at which age compulsory attendance ceases.

At No. 1 he learns Latin.

At No. 2 he learns French.

At No. 3 no Foreign language taken—Ordinary Primary Curriculum.

*Enlarged Primary School or Classes.*—These are attended by children who have failed to pass the entrance examination for the Higher Grade School. About 25 per cent. of the children remain in these classes (1,039).

*14 years old.*—At 14 years old the child either leaves school or he may—

(1.) Continue to attend the Gymnasium (405); or

(2.) Go to the Industrial School, either the Technical (205) or Commercial (148) Branches;

(3.) Attend the Sekundarschule for one additional year (148); or

(4.) Join Continuation Classes (1,345).

Boys who intend to leave school at 14 years generally go to the Sekundarschule. Boys who intend to enter either branch of the Industrieschule also generally proceed by way of the Sekundarschule.

(1.) *Gymnasium or High School (Boys').*—The Gymnasium leads on to the University. Boys are admitted by examination, and bursaries are granted to poor and deserving children. Greek is commenced after one year's tuition, and French in the third year.

*Fourteen to 18½ years.*—The course at the Gymnasium lasts four and a-half ( $4\frac{1}{2}$ ) years, when the pupil will be eighteen and a-half ( $18\frac{1}{2}$ ) years old. He may then be examined for entrance to the University.

(2.) *Industrieschule.*—The Industrieschule is fed from the Gymnasium and Sekundarschule. It has two branches—

*Fourteen to 18½ years.*—(1.) Technical (205). This prepares for the Polytechnic, a commercial school. The course is four and a-half ( $4\frac{1}{2}$ ) years long. French, which is new to the Gymnasium boys, is taught, and English also at the end of the first year's course.

*Fourteen to 18 years.*—(2.) Commercial (148). This is a four (4) years' course. The certificates granted at the close of the course are accepted by commercial houses.

Pupils are admitted to these schools after passing an entrance examination.

(3.) *Sekundarschule or Higher Grade School.*—The entrance to the Sekundarschule (2,400) is also by examination. The course commences at 12 years of age. At 14 years the pupil may pass from it to the Industrieschule or stay in it for one year more. He then either leaves school or passes to the Technikum at Winterthur.

The full course in the Sekundarschule is three years, and includes French.

*Girls.*—All girls at 12 years of age, if promoted, go to the Sekundarschule (Higher Grade). At fifteen (15) years they may enter the Girl's High School (Hohere Tochter Schule), which has four (4) branches, viz.:—

(1.) General Education (119 pupils).

(2.) Commercial (162 pupils).

(3.) Training College (149 pupils).

(4.) Housewives' Class (10 pupils).

*Private Schools.*—There are thirteen (13) private schools in existence, attended by 1,013 pupils. These pupils are eligible for admission to all the higher schools, provided they can pass the necessary entrance examinations.

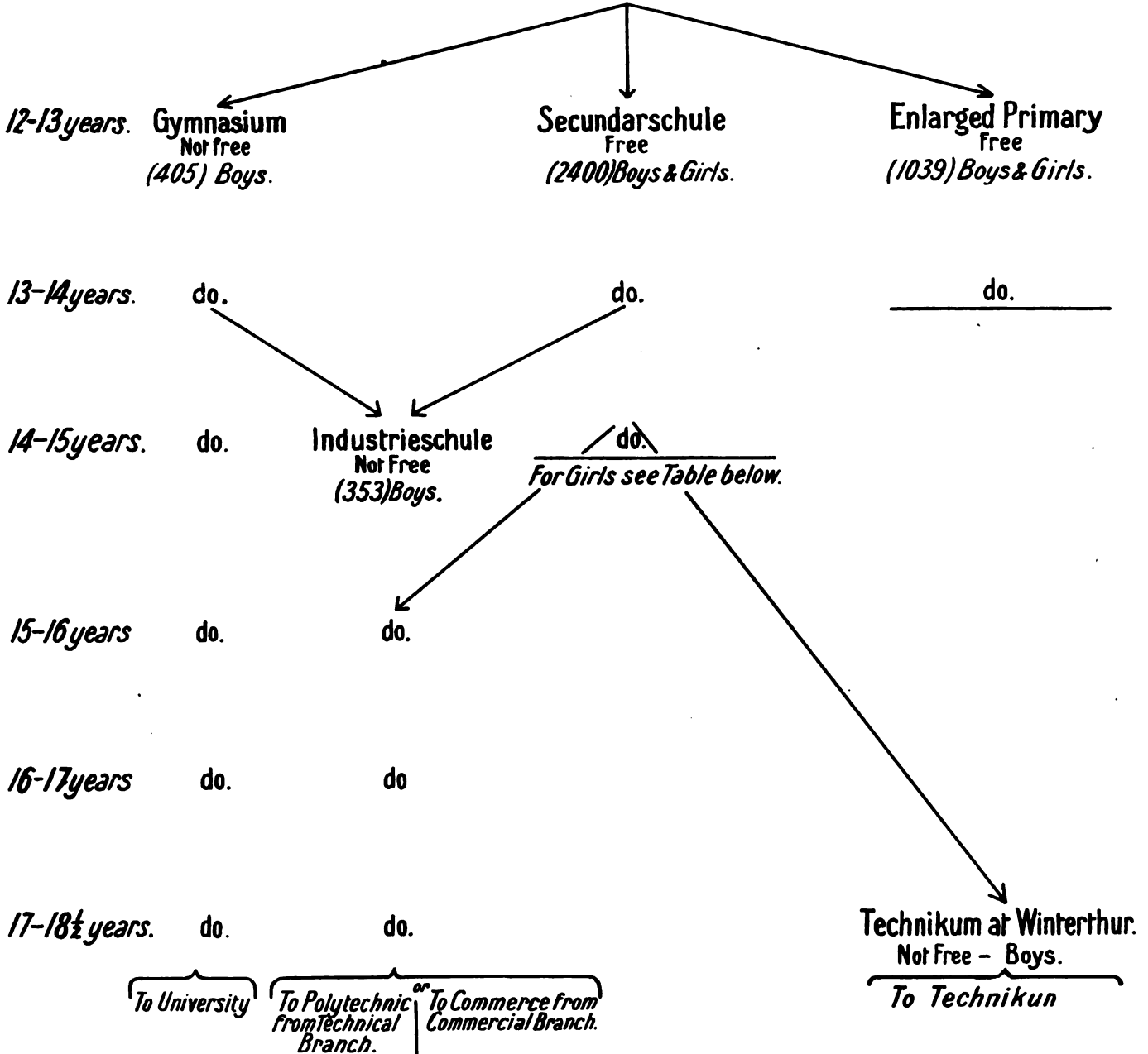


# Scheme Summarised

## Boys & Girls

4-6 years. Kindergarten (1105) Free & Optional.

6-12 years. Primary (13,437) Free & Compulsory.



NOTE:- The Gymnasium, Industrieschule and Technickum are not Free.

## Girls

12-13 years. Secundarschule Free.

13-14 years. " "

14-15 years. " "

15 years. High School. (Hohere Tochter-Schule) (440) Free. Four Branches.

Training for Teachers.	General Education.	Commercial School.	Housewives' Class.
4 Years' Course. (119)	3 Years' Course. (162)	3 Years' Course. (149)	(10)

NOTE: The Numbers in brackets give the number of pupils in attendance in the Town of Zurich alone.



## V.—BUILDINGS.

## CANADA.

## VANCOUVER.

The main architectural difference between the schools and colleges of America and those of England is that in the main the latter favour the "main hall" style of building, as against the "corridor" style of the United States and Canada.

The Vancouver College (British Columbia) is a fine example executed in the Gothic style, and is of two stories. Wide corridors run the whole length of the building, and the class-rooms open from these on either hand.

The chemical laboratory and the room for the demonstration of physical science are capital rooms, well planned, and fairly stocked with apparatus. Special teachers are appointed for these subjects.

Each teacher takes special subjects, and the pupils go from class-room to class-room at stated times. An electric contrivance rings a gong in each class-room five minutes before the beginning of the next lesson, and in that five minutes the pupils change rooms. The class teacher can ring up the principal if necessary.

Pupils are provided in the basement with separate playgrounds and lunch rooms.

A separate building is fitted up as a gymnasium.

## THE MOUNT PLEASANT PRIMARY SCHOOL (VANCOUVER).

Two-storied brick building.

Very large playground—five acres—despite the fact that the school is in the city.

Mono desks in all rooms, including infants'.

## WINNIPEG.

The High School buildings are three stories in height, and are built of brick and stone. They are splendidly finished and furnished. The one in Winnipeg contains a library of 2,000 volumes for the use of pupils. It has an Assembly Hall on the third story to seat 450 persons. The hall is furnished with a stage.

The accommodation of the Winnipeg High School is 450 pupils.

## SOMERSET PRIMARY SCHOOL (WINNIPEG).

A three-storied building consisting of stone and brick. Assembly room on third floor 70ft. x 40ft. with large platform.

Head teacher's room and general room for other teachers. Both well furnished and carpeted.

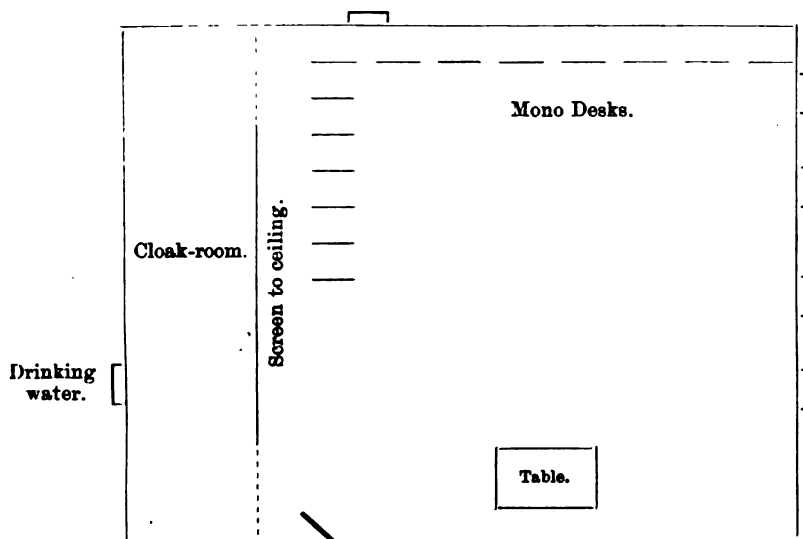
The building alone cost £7,000, and accommodates 560 pupils.

There are ten (10) class-rooms, all opening into main staircase in the centre of the building. The landings are very spacious.

The class-rooms are very ornamental: ceilings, iron in panels; walls plastered and coloured, wood-work carved.

Each class-room has its own cloak-room, and two sides of the room are supplied with blackboards.

*Rough Plan of Class-room.*



*Elevation of Screen.*

Glass.	Ornamental Glass.	Glass.
Open.	Brick.	Open.

When a class-room is overfull, say, 75 for a room of 50, the children are only allowed to attend once a day, 38 in the morning and 37 in the afternoon.

#### MONTREAL.

The High School buildings are splendidly designed and well built. They consist of two stories, the High School meeting in the lower, and the Elementary in the upper storey.

The Assembly Hall is provided with 1,200 seats, and is convenient to the class-rooms. This hall is used for illustrating class work during school hours, and its windows are provided with blinds, so that at a moment's notice the hall may be completely darkened for the use of the lecturer's lantern.

The High Schools have a general reference library for teachers and class libraries for pupils. The latter include a few reference books for class work, and a carefully-selected list of books appropriate to the age and work of the respective classes. The pupils are expected to read during the year the books prescribed, and by this means, as they pass up through the standards, will become acquainted with a number of standard works.

A separate lecture room and laboratory have been provided for chemical and botanical work. For completeness and convenience of arrangement, it would be difficult to improve upon these rooms. They consist of a large lecture room in gallery form, with a well-arranged lecturer's desk, a laboratory in which pupils can engage in independent work, a lecturer's laboratory for preparation of experiments, besides store-rooms, fume closets, etc. The Physical Laboratory has also been completely equipped for the convenience of teachers and pupils. It includes a lecture gallery commanding a view of the lecturer's desk, and a set of writing tables, with gas, pneumatic troughs, etc., where pupils perform their own experiments.

The utmost care has been taken in constructing and furnishing the building to provide for the physical health and comfort of the pupils. Each pupil is provided with a separate seat and desk suited to his size. Abundance of fresh air is provided by spacious rooms and improved ventilation. The corridors and play-rooms are large, airy, and well lighted, and provided for free exercise under supervision. The interior court affords opportunity for playing in the open air without contact with the street.

The Gymnasium, which is 90 feet long, and 60 feet wide, is furnished with a complete outfit of apparatus of the most improved kind, and there are shower baths for the use of scholars.

#### UNITED STATES.

##### CHICAGO—MEDILL HIGH SCHOOL.

A large building to accommodate 1,500. School, generally speaking, an oblong structure of four (4) stories, a wide corridor running through each story, from which the class-rooms open.

In the basement there is a large Gymnasium, Laboratories, Woodwork rooms, Cookery rooms, and the Kindergarten School. The whole is well built and well found. Splendid rooms are provided for head teachers, and for male and female teachers. These are carpeted and well furnished.

##### NEW YORK.

##### WADLEIGH HIGH SCHOOL FOR GIRLS, 114TH STREET.

There are 2,500 girls in attendance, and the buildings are most elaborate in finish and furnishing, and are beautifully kept.

1. Assembly Hall, 1,300 chairs.
2. There are several stories; a large elevator which can convey a whole class at one journey is used by the girls when changing classes.
3. Several rooms for Biology, Chemistry, etc.
4. Three Gymnasiums.
5. Hats and cloaks are placed behind grids in the corridors. These grids are locked, and heated in winter.
6. Each floor is complete in itself in lavatories, etc.
7. Study rooms to accommodate one hundred (100) pupils in two of the stories, for the use of the girls when not in classes. These are always presided over by a teacher.
8. Splendid rooms in basement for dining. All pupils provide their own food; one-third bring a portion only and buy the rest, one-third buy all. There is a staff of female servants to look after the room and provide the food for sale.
9. Separate rooms for teachers.

## SWITZERLAND.

## ZURICH.

I visited the Polytechnic, which is maintained at the cost of the Commonwealth, and is the highest class of school, the Kantonschule or Gymnasium, the University, and one of the Primary Schools (Primarschule).

All the buildings were well adapted for their purpose, and the one special feature that impressed me was the evident care that had been taken to make them perfect in the direction of lighting and ventilation.

The Primarschule was a splendid structure, a real ornament to the city. The class-rooms were large and well appointed, and a large hall or music room, fitted up and ornamented regardless of expense, was a distinguishing feature.

Throughout I was impressed by the substantial nature of the buildings, and the presence of so much that might be called mere ornamentation. In all the schools these characteristics were present, and one could not but see that the Swiss have not hesitated to spend money freely to make their schools attractive and effective.

The one idea prevailing throughout is similar to what distinguishes the American educational institutions, viz., a building of three or four stories, in each story a wide airy corridor running from one end to the other, and class-rooms opening out from this corridor. The floors everywhere are paved with wooden blocks, except in the basement, where cement replaces wood.

## WINTERTHUR (ZURICH CANTON).

*Primarschule.*—The building is of stone, and consists of four stories with a basement. Both externally and internally it is a fine structure. The entrance hall is really palatial, and each story is traversed by corridors 12 feet wide, and the same in height. The four stories are paved with wooden blocks arranged in geometrical patterns, and the floor of the basement is cemented. In this basement are the (1) Woodwork room, in which there were seven benches. The boys take lessons twice a week, and are taught by a travelling teacher, who visits other schools in turn. Each school has a room, properly furnished, set apart for this subject. (2) Bookbinding room. (3) Bathroom. This is cemented throughout—walls and floors—and is fitted with sixteen (16) showers, and provided with sixteen (16) large shallow footpans. Each boy in the school must take a bath, the little ones once a week, the elder once a fortnight. The water is warmed when necessary. (4) The Cookery room is not for teaching practical cookery, but for warming the milk, which is supplied free to the younger scholars in the winter months. Classes in Cookery are held in various centres for the elder girls for six (6) hours a week. The subject was only introduced a year ago, and this perhaps accounts for the omission of a suitable room in the original building. (5) Modelling room. The modelling done is principally connected with Nature study—leaves and fruits of various trees. (6) Engine room.

The class-rooms are beautifully fitted up, and the lighting is excellent. The dados round them are of panelled pine, and the furniture is both beautiful and suitable. The walls are hung with charts of national history and raised contour maps. The ordinary maps are good, but those of Switzerland and the Canton of Zurich are models of the art of map drawing, showing elevation most minutely.

On the top floor is a fine Music Room or Singing Hall, beautifully finished, panelled in pine up to eight (8) or nine (9) feet. Above this, the walls are painted and decorated with scenes of the country.

A special room is provided for needlework. This room is specially furnished for the teaching of needlework, and no ordinary teacher teaches the subject. In this school there are three (3) teachers who do nothing else but teach needlework to the four hundred (400) girls in attendance.

The most noticeable features were :—

- (1.) The almost lavish expenditure on school buildings, especially on Secondary School buildings, the question not being how little could be spent but what could be done to make the buildings attractive and effective.
- (2.) The completeness of the fittings and teaching apparatus.
- (3.) The attention given to the beautifying of rooms and surroundings.
- (4.) The effectiveness of the sanitary arrangements.
- (5.) The provision of main halls large enough to seat all the pupils in attendance, each provided with a large platform or stage, and, as a rule, beautifully decorated.



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WESTERN AUSTRALIA.  
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# R E P O R T

OF

## THE EDUCATION DEPARTMENT

### FOR THE YEAR 1906.

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*Presented to both Houses of Parliament by His Excellency's Command.*

PERTH :

BY AUTHORITY : FRED. WM. SIMPSON, GOVERNMENT PRINTER.

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1907.

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## CONTENTS.

	Page
Report of the Hon. Minister of Education ... ..	5-11
Statement of the Educational Vote for the financial year ended 30th June, 1906 ...	12
Statement of Receipts paid to Revenue for year ended 30th June, 1906 ...	13
Statement of Expenditure under various heads for financial year ended 30th June, 1906 ...	13
Statement showing cost per head ... ..	13
Staff and Attendance Return for the year 1906 ... ..	14-21
General Statistics—Schools opened and closed; Attendance; Age Return; Number and Classification of Teachers; Orphanage and Industrial Schools; Inspection; Manual Training and Domestic Economy; Technical and Evening Schools; Government Exhibitions; The Rhodes Scholarships; Efficient Private Schools; Religious Instruction; School Management Committee Meetings; Accommodation Report ...	22-33
Report of Chief Inspector of Schools, including Reports on Central Schools for Upper Standards in Centres of Population, Medical Inspection of Schools, Manual Training and Household Management Classes, Industrial Schools and Orphanages, Evening Schools, Examination of Teachers and Monitors, Secondary School Scholarships and Bursaries ... ..	34-39
Report of Inspector McCollum ... ..	40-43
Report of Inspector Robertson ... ..	44-46
Report of Inspector Gamble ... ..	47-48
Report of Inspector Clubb ... ..	49-55
Report of Inspector Klein ... ..	56-60
Report of Acting Inspector Wheeler ... ..	61-62
Report of the Principal of the Training College ... ..	63-65
Report of the Principal of the Normal School ... ..	66-68
Report of the Inspectress of Needlework ... ..	69
Report of the Organiser and Inspector of Manual Training ... ..	70-71
Report of the Organising Instructress in Household Management ... ..	72-73
Report of the Chief Compulsory Officer ... ..	74-75



## Report of the Honourable the Minister of Education.

To His Excellency Admiral Sir Frederick George Denham Bedford, G.C.B., Governor of the State of Western Australia and its Dependencies, etc.

Sir,

I beg to submit, for the information of Parliament, my report on the work of the Education Department during the year 1906.

*Enrolment and Attendance.*—The numbers have again increased, but less rapidly than in former years. The following table shows the average enrolment, average attendance, and percentage of attendance to enrolment for the last five years:—

Year.	Average enrolment.	Average attendance.	Percentage of attendance to enrolment.
1902 ... ..	22,605	18,448	81.61
1903 ... ..	24,532	20,283	82.68
1904 ... ..	26,272	22,111	84.16
1905 ... ..	27,966	23,703	84.75
1906 ... ..	29,352	24,973	85.08

The enrolment during the year has increased by 1,386, and the attendance by 1,270. It will be noted that the percentage of attendance to enrolment has risen steadily throughout the five years. The attendance was again lowest in the last quarter of the year, the period when epidemic illnesses are most conspicuous. In view of the large number of schools built during the last two years in sparsely-populated districts where many of the children have to walk or ride several miles to school, the attendance is decidedly satisfactory. It compares favourably with that in other parts of the world, where the population is far less scattered, the conditions of life more settled, and the climate less severe. Our legislation on the subject is excellent, but more legislation is insufficient. The gratifying results reflect great credit upon those who assist in carrying out the provisions of the Act—the Compulsory Officers, and upon those who can do so much by their influence with both parents and children to promote regularity—the Teachers.

*Schools.*—The number of Government Schools open for the last five years is shown in the following table:—

Year.	Schools open at some time during the year.	Schools open at end of year.
1902 ... ..	250	245
1903 ... ..	270	262
1904 ... ..	290	284
1905 ... ..	335	329
1906 ... ..	376	367

The increase in the last two years has been greater than in any four consecutive years before. Forty-two new schools were opened in 1906: six which had been temporarily closed were re-opened; and 10 were closed owing to the falling off of attendance. Of the 42 new schools five were in the metropolitan and suburban districts, six were on the goldfields, one at a timber mill, one at a port, and the remaining 29 were in agricultural and pastoral districts. Of the six schools re-opened one was at a timber mill, two at ports, and three in agricultural districts. Of the 10 schools closed one was on the goldfields, one at a timber mill, and eight were in agricultural or pastoral districts. The net gain in the last two years has been 12 schools in the metropolitan and suburban districts, 10 on the goldfields, five at ports, and 57 in the agricultural and pastoral districts, while the number of timber mill schools has decreased by one. The agricultural settlement has been so rapid that, in spite of these additions, the Department has a large number of further applications for schools in similar localities. Of the 42 new schools only eight had average attendances of over 20 children, and of the six re-opened schools only one averaged over 20. Taking the whole number of schools, 41 per cent. have an average attendance of less than 20; the remaining 59 per cent. contain 92 per cent. of the total number of children.

The wide area over which a small population is scattered makes the provision of schools a very difficult and expensive task. That the State has fairly grappled with the difficulty may be gathered from figures compiled at the last three Censuses. In 1881 it was found that 81½ per cent. of the children between 6 and 14 years of age were receiving instruction; in 1891 the percentage had fallen to 79; in 1901 it had risen to 92½. Taking the whole number of children receiving instruction the percentage in State Schools rose during these 20 years from 43.9 to 68.5: the percentage in Private Schools fell from 32.7 to 22.3; and the percentage of those taught at home fell from 23.4 to 9.1. No later figures than those of March, 1901, are available, but the number of State Schools has risen from about 220 to 370 during this period, and there is little doubt that the figures for the next Census will show a further improvement.

*Buildings.*—The standard type of building has remained unaltered and is satisfactory as far as the interior is concerned. The Department would like to see the exterior made somewhat more attractive and ornamental, but the demands upon the funds available during the year were so great that it was

impossible to provide for anything but the plainest type of building that would serve its purpose.

A special item of £1,000 for Miscellaneous School Quarters was provided on the 1906-7 Estimates, and provision was also made for detached quarters in 13 separate localities. Unfortunately the remarks made in my last report are still true of very many of the schools. The number of new schools where no money has been available for proper quarters is much greater than the number for which good quarters have been provided during the year. The two small rooms attached to the schools are not a desirable residence for the single teachers; for a married teacher they ought to be considered absolutely impossible. It is not right that a teacher should be asked to live under such conditions, and liberal provision ought to be made for improving the present state of affairs.

It must be remembered that the salaries of teachers in the small schools are very low, and that they cannot possibly provide homes for themselves. In such places there are no houses to let; the teacher may only remain for a short time and cannot be expected to build a house. Teachers are sent to more remote and more thinly populated districts than any other civil servants. The State recognises that quarters must be provided where suitable lodgings are not obtainable, and its servants have a right to expect that they will be given the possibility of living under decent and sanitary conditions.

*Grounds.*—I am glad to be able to record a distinct improvement in the matter of school grounds. In the cooler parts of the State the School Garden has become the rule rather than the exception. The surroundings of numbers of country schools have been made very attractive: in many cases they are the most attractive spots in the neighbourhood. The children, and in many cases the parents too, have taken a very real interest in the beautifying of the school grounds. The benefits derived from this movement are great. The parents and children are led to take a pride in the school and to look upon it not merely as the State School, but as "Our School." The garden often forms a model to the neighbourhood of what can be done with a little trouble to beautify the surroundings of a country home, and the results are becoming apparent in many cases where children have acquired the taste for gardening at school, and keep it up in their own homes when their school days are over. In some cases, as a result of the example of the school garden, vegetables are now being grown in neighbourhoods where none were to be seen before.

In addition to this the garden is of great value to the school in its Nature Study work, and in the opportunities it affords for lessons in elementary agriculture. In several schools experimental plots exist in which various kinds of wheat or fodder-grasses are grown under different conditions. Such plots arouse an intelligent interest in agricultural experiments among the children, and may have considerable influence on the practice of the neighbouring farmer.

The observance of Arbor Day is becoming general, and many playgrounds are being greatly improved by the ornamental trees which have been planted.

*Teachers.*—The number of teachers employed at the end of the year was 973. Of this number 69 were sewing-mistresses who are employed for three hours a week only in schools where there is no female teacher; 173 were monitors or pupil teachers, a number which will be considerably diminished during the present year by an alteration in the system of training. The number of regular adult teachers was 731.

Of the 731 adult teachers, 358 were head teachers and 373 were assistants. The percentage of classified teachers has decreased from 73.5 to 72.9. The examination passed by the unclassified teachers is a very elementary one and very small schools are usually held by them. The fact that the percentage of classified teachers has remained almost the same, although so many small schools have been opened, shows that we have in the larger schools an increasing number of teachers who have passed some higher tests. The classified teachers are divided into the A, B, and C Classes. The numbers in the A Class have risen during the year from 37 to 40; those in the B Class from 173 to 191; and those in the C Class from 283 to 301.

The percentage of male teachers has fallen from 45 to 44. More than two-thirds of the head teachers are men, and the percentage of male assistants in mixed schools is only about 22.

The Department has still great difficulty in securing a sufficient number of teachers. Those who have passed through the Training College are not numerous enough to supply the wants of our larger schools. Apart from the increase in the number of children many vacancies occur every year, especially through the resignation of female teachers who leave the Department when about to be married. Many teachers are therefore necessarily drawn from other States of Australia or from more distant countries. Towards the end of the year, after the ex-students from the Training College were available, the larger schools were generally well staffed. But the great increase in the number of small schools presents a distinct difficulty. The salary of a teacher in these schools is necessarily low, and insufficient to attract the classified teacher. It is almost impossible here to keep pace with the demand. It is very disappointing to those settlers who have long been struggling to obtain a school building, that, when their efforts are at last successful, they should be kept waiting because no teacher can be found. Not infrequently this is the case. In other instances, when a teacher has resigned, it has been necessary to close a school for a time until a successor can be found.

One of the great difficulties in connection with the supply of teachers within the State is that so few children continue their education after leaving the Primary School. The want of greater facilities for further education is very much felt. It is desirable that the future teacher should obtain a good general education on broad lines before he begins to specialise on his professional work. For the last three years our "monitors" or pupil teachers have been employed in the schools for half their time only, and have been able to devote the rest of the week to their own education. In Perth they have attended Central Classes; in other parts of the

State they have worked under the supervision of the Head Teachers, being assisted by correspondence with the Staff of the Central Classes. While this was an improvement on the previous state of affairs, it was by no means an ideal system, and was only intended as a makeshift until a better method could be adopted. From the beginning of 1907 a small special school has been established for 60 future teachers. The students are carefully selected from the most promising candidates and receive a free education for two years. At the end of this time they will be attached to Primary Schools until they have gained some acquaintance with their practical work, and after this they will be admitted to the Training College.

The problem of training the teachers who take charge of the small schools is a distinct one. The demand for these teachers is so great that the Department is able to insist upon only a very elementary test of their knowledge and teaching capacity. The Inspector does his best to train and instruct them at his periodical visits, but he is unable to accomplish as much as he would wish at these times. Each Inspector has now so much work that it is impossible for every small school to receive two visits in the course of the year. It often takes the Inspector many hours to reach the school, and he cannot afford to give more than a few hours to it before starting on his travels again. In his limited time he has to examine the Records and Registers, to form an estimate of the teacher's methods and ability, and to test the progress of the children—besides reporting on the building and grounds. It is evident that the time left for instruction, assistance, and model teaching is quite inadequate.

Endeavours are being made to meet this want in various ways. In several instances a week has been set apart for a School of Instruction. The teachers from a whole district have been brought to a centre, and the Inspector has devoted the whole week to their instruction. He has thus been enabled to deal with the principles underlying the teaching of various subjects, and with the best methods of teaching them, and has illustrated his lectures by lessons actually given to classes of children. Such schools were held in 1906 at Katanning and York; and arrangements were made for similar schools to be held early in 1907 at Gingin and Geraldton. Opportunity is taken at these meetings to bring under the notice of the country teachers specimens of the latest educational books, books suitable for school libraries, and various illustrations and aids to teaching. The assistance given by these schools has been most gratefully acknowledged by the teachers, and the results should be of great value.

The school at Gosnells has been set apart as a model of a small school under a single teacher. Inexperienced teachers may obtain permission to attend this school for a week at a time to see how such a school should be conducted, and to observe the actual working of a successful school, where all the classes are taught by one teacher. Candidates for employment may be required to attend this school before they are actually appointed.

In many parts of the State, Teachers' Associations are doing good work in arranging periodical

meetings for the teachers of a district for the purpose of discussing educational matters. Lessons on various parts of the School Curriculum are given and criticised.

*Salaries.*—The average salary for head teachers in 1905-6 was £159 1s. 11d., and for assistants £122 12s. 10d. The corresponding figures for the previous year were £172 19s. 6d., and £132 19s. 11d. respectively. The average salary for all adult teachers was £140 4s. 6d., as against £151 18s. 3d. for the previous year. The decrease is due partly to the increased number of small schools and unclassified teachers, partly to the increasing proportion of women to men on the staff.

*Cost per Head.*—The cost per head is £5 2s. 3d. on the average attendance, or £4 7s. on the average enrolment. The corresponding figures for 1904-5 were £4 19s. 4d., and £4 4s. 1d. respectively. The increase is due partly to the increased number of small schools, which are necessarily more expensive than large ones; partly to the fact that the schools are better staffed; and partly to the increases in salary which are given under the Regulations to teachers whose work has been satisfactory and who have not yet reached the maximum salary of their grade.

Statistics of the cost per head in various countries, when used for comparative purposes, are often very misleading. If the comparison is to be of any value, it is essential that the basis of calculation should be uniform. It is however very rarely possible to obtain exact details of precisely what is included under the cost per head. The figures given above are calculated, as in previous years, on the salaries of teachers in the Primary Schools, in addition to the cost of apparatus and upkeep. Expenditure on buildings and furniture is not included, these being considered as assets which are not consumed during the year. Expenditure on items for which special votes are provided, *e.g.*, Manual Training and Cookery, and Cadets, is not included. The cost of the Training of Teachers is also excluded. If all these, except Buildings and Furniture, be added in, so that everything connected with the cost of Primary Education is included as well as the expense of the Administration of the Department the cost per head is £5 19s. 10d. on the average attendance, or £5 3s. 5½d. on the average enrolment. Even these figures however cannot be said to be quite exact. Expenditure on Evening Schools and Classes, Technical Schools, Secondary School Scholarships, and University Exhibitions has of course not been included, but it is impossible to separate the cost of administering these, and the total expenditure of the Head Office has been included.

The amount which the Act of 1877 set aside for the support of Government Schools was £4 10s. per head on the average attendance with an additional 5s. for books and apparatus, apart from sums voted for buildings and repairs. The salaries and allowances of teachers, which are fixed by Regulation, during 1905-6 reached the figure of £4 7s. 9d. per head on the average attendance—almost as much as the total amount provided by the old Act for the whole upkeep of the schools. Yet the minimum salaries for unclassified teachers are only £80 and £60 for men and women respectively.

*Inspection.*—When a fifth District Inspector was appointed at the end of 1904 the number of schools was 284. At the end of 1906 the number was 367. There was, therefore, more than sufficient work for an additional Inspector. Although most of the new schools are small, a great many of them are in such remote positions that visits to them take a very considerable part of an Inspector's time. An Acting Inspector was at work throughout the year, but he was, except for two months, only filling the place of Inspectors who were away on long service leave. Consequently the Department was short-handed. The great increase in the number of schools and the great demand for still further additions has largely increased the amount of work to be dealt with in the office, and has prevented the Inspector General and Chief Inspector from spending as much time as they would wish, and as they really ought, to spend in the schools. The result was that many schools were not adequately inspected during the year. The report last year called attention to the urgent need of an additional Inspector: the need is now more urgent still, and it is to be hoped that an appointment will be made without delay. It is false economy to deprive the teachers of many of our small schools of their only opportunity of obtaining help and guidance, and to leave their work untested, merely to save the salary of an Inspector.

It must again be pointed out that much of an Inspector's time is necessarily devoted to other work than inspection. In 1906 there were 77 candidates for examination for Teachers' Certificates: 218 candidates for Monitors' Examinations: 49 for admission as unclassified teachers: 84 for Secondary School Scholarships: 131 for Bursaries. In addition to the conduct of these examinations, the Inspectors assisted in the Examination of the Training College Students, and in the Preliminary Examination for Candidates for the Government Exhibitions. In the other States the greater part of the Examination work is done by the Universities or by special Examiners set apart for the purpose. It must be remembered, too, that our Act throws upon the Department the task of visiting private schools and reporting upon their efficiency. Such a provision is a most necessary one, but it further lessens the time which an Inspector can devote to the State Schools in his District. Frequent demands are made for new schools as settlement progresses, and inspectors are obliged to make long journeys to report whether the conditions justify the expenditure of public money. When deductions have been made for all these calls upon their time, there are still two circumstances in connection with our own schools which make it necessary that our staff of inspectors should be comparatively large. (1) The schools are scattered over an immense area of country, often at a great distance from a railway line, so that much time is necessarily spent in travelling. (2) Our staff of teachers is drawn from all parts of the Commonwealth and from other countries. In the other States, where there has long been a settled population with better opportunities of higher education, and where the numbers of children to be taught are stationary or decreasing, the teachers are almost without exception those who have been brought up in the State and trained in its own schools. It is evident that the heterogeneous collection of teachers, trained under other conditions and accustomed to

other methods, or quite untrained and inexperienced, needs more supervision and assistance.

Medical Inspection of some of the largest schools has been undertaken this year for the first time. It is hoped that a more general scheme will be arranged in the near future, and that as far as possible schools throughout the country will receive visits from specially appointed medical officers. The State already has medical officers in many districts whose services might be obtained for this purpose. A scheme is under consideration for securing medical examination of school children on a uniform basis in all the States of the Commonwealth. The resulting statistics should be of great value and interest.

*The Curriculum.*—An account of the curriculum in some detail was given in the last report, in which it was mentioned that changes were being made in the Syllabus for English and Arithmetic. The new Syllabus has now been in operation for a year. Its results cannot of course be fully appreciated at present: it takes some time for teachers to become thoroughly accustomed to the changes, and to be completely acquainted with the new requirements, especially when, as is the case with these, they entail the adoption of new methods. The main reason for the changes was the recognition of the fact that too much was being demanded from the logical and reasoning powers of the children in the lower standards. In English this led to too great a demand for formal Grammar, in Arithmetic to too great a demand for the solution of problems. The results were bad in two ways. The subjects were made uninteresting and wearisome to the children, and much time was wasted in laborious endeavours to teach a child in his early years what he could acquire without difficulty a little later. The changes were therefore expected to secure greater interest on the part of the children, and economy in time. To secure the child's interest is one of the most essential points in a successful scheme of education; while the demands which modern conditions make for the inclusion of so many subjects in the school curriculum render the saving of time a matter of the utmost importance. The time devoted to Arithmetic in the lower standards has in many schools been reduced by two hours a week, and it is believed that the result will be increased rather than decreased efficiency.

But the changes involve the recognition also of another fact, namely, that the value of the English language and literature as a means of education has in the past been neglected or insufficiently recognised. To teach children to express themselves clearly and correctly both orally and in writing, and to understand and appreciate books that are worth reading is evidently of the utmost importance and value. If the end can be accomplished by methods which succeed in developing a child's intelligence and individuality while arousing a keen interest in and enjoyment of the literature which is put in his way, we shall have made a great step forward. One of the greatest advantages will be that we shall have rendered books attractive, and that the child who leaves school will be inclined to continue his education instead of being anxious to throw away his books, and read nothing but the newspaper. This is the object of the new Syllabus and the new methods. Success at present is partial and varies greatly in different schools according to the teachers' capacity for assimilating new

ideas, and their appreciation and love of literature. The Inspectors agree that the outlook is encouraging, and the teachers generally, and especially the more intelligent ones, welcome the change. The time saved from Arithmetic is generally devoted to English, which is becoming the central subject of the curriculum. The importance of the School Library is being more widely recognised. The publishers are making every effort to meet the demand for good and suitable books in cheap editions, and many even of our smaller schools now possess libraries. In remote districts, where no opportunities of buying or borrowing books exist for the children, the value of these libraries can hardly be over-estimated.

Another subject of which the importance has only recently been recognised is that known as Nature Study. The Object Lessons of former days too often dealt with things which were quite outside the child's experience, and consisted merely of information supplied by the teacher. This was too often unrelated to any other knowledge acquired by the child, and consequently was soon forgotten. In Nature Study the teacher takes advantage of the child's natural interest in the world around him, and endeavours to guide, train, and develop his powers of observation. The essence of the method is that the child should not be forced to take information on trust, as he must necessarily do in many subjects, but should make his own observations, experiments, and discoveries. He is actually brought into personal contact with Nature—not merely with books on Nature—and is led to see the meaning of common objects and events, the beauty and wonder of common processes, which so easily escape the notice of the untrained eye. The effect of good work of this kind on the child's intelligence is most marked, while the training may in many ways be of great value in his future life. It helps to arouse an interest in country life which may assist in checking the influx to the towns: it affords an excellent basis for intelligent work on the part of our future farmers, fruit-growers, and miners: in many instances it develops tastes which would otherwise have remained latent, provides boys with healthy out-door hobbies, or leads them to take up further work in some branch of science. With manual training and physical exercises it assists in keeping the curriculum well balanced, and preventing the child's education from being too exclusively bookish.

One of the commonest faults in Primary Schools is that too much is done for the children by the teacher, and too little is done by the children for themselves. This is the natural result of excessively large classes poorly provided with books: the teacher is unable to give much attention to individuals, and is led to rely too much upon imparting information orally to the class. Some of the most conscientious teachers make the greatest mistakes in this direction. Their lessons are admirably prepared, but make too little demand upon the active co-operation of the children. If the child is always spoon-fed upon carefully prepared food, his digestive powers are never exercised, and when he is left to himself he is helpless. It would be much better for him if he were more often left alone with a book to grapple with a difficulty for himself. Where there is a good teacher in a small school, in sole charge of all the classes, the pupils often benefit by the fact that the teacher cannot be always talking to them, and that while he is teaching another class they are left to work for themselves. The important fact that a child learns by doing rather than

by listening is recognised as theoretically true, but in practice the necessity for giving the child sufficient opportunity of working for himself is often overlooked. The whole tendency of modern educational theory is to lay greater stress upon the importance of the individual; to insist that a child should not be regarded as one of a large number of similar units to be, as Dickens says, "turned at the same time, in the same factory, on the same principles, like so many pianoforte-legs." Instead of attempting to mould him by external forces irrespective of his individual nature, we are to attempt to co-operate with nature, and to assist in the development of the child's character and intellect along its natural lines of growth, affording him every opportunity of making the best of himself. It is evident that the conception is infinitely superior to the other; it is also evident that its realisation is infinitely more difficult. The skilful teacher does his best under existing circumstances, but he would be able to do far more if his class were smaller. We recognise 50 as the average number for a teacher's class, but the tendency now in the most advanced countries is to reduce the number, and it is to be hoped that it may be possible here before very long. Such a reduction means of course a considerable increase in expenditure. In the meantime, much can be done by the parents to assist the teacher who is striving after the higher ideals. If more attention is to be paid to the individual, if the child is to be led to do more for himself, it is important that he should have a good supply of books. The State supplies a certain minimum, but, if the child is to gain the greatest possible advantage from his opportunities, more books are necessary. If parents were willing to spend 10s. a year upon books for each child, the provision would be more than enough to give the earnest teacher an opportunity of coming nearer to the realisation of his ideals, and would greatly increase the efficiency of the children's education.

*Evening Classes and Technical Schools.*—The demand for Evening Classes in non-technical subjects is not very great, though it has been increased recently by the establishment of Civil Service Examinations. In small centres of population Evening Schools are established from time to time, but the interest often wanes, and the school comes to an end. The demand for Technical Education increases rapidly, and wherever possible, the Department is establishing preparatory classes leading directly up to the course of the Technical Schools. It is to be regretted that there is so little recognition of the desirability of securing a wider general education for those who leave our Primary Schools at the age of 14.

The value of Technical Education is far more widely recognised, and several business firms are now paying the class fees of their employees. The classes in Perth and Fremantle have been largely extended, among the new subjects being Accountancy, Photography Process work, Practical Electricity, Surveying, and Building Construction. A new Technical School has been opened at Boulder, and has resulted in the numbers of the former classes being nearly trebled. Classes have been established for the first time at Menzies. Altogether the average number of students on the rolls of the different classes has risen from 560 in 1905 to 800 in 1906. The cost of administration remained practically unaltered.

In the Perth School the average numbers increased from 418 in 1905, to 477 in 1906, in spite of the with-

drawal of 70 or 80 scholars from Secondary Schools who attended in the former year. There is not the slightest doubt that further expansion is possible at once, if room could be found. Students are now taking higher work in Chemistry and Physics, which demands more laboratory room for each individual. Many of the classes are working under cramped and unsatisfactory conditions. The school has now been in existence for over seven years and has grown to a size which makes the provision of adequate permanent buildings really necessary. A scheme has been prepared for utilising the old stone building, which forms the only solid portion of the present collection of sheds, as the nucleus of a permanent structure of two storeys. It is hoped that funds will be provided during the next financial year for carrying out at least the first portion of this scheme. The school is the only institution in the metropolitan district providing an education in Science, and its usefulness to the community will be seriously lessened unless it can be properly housed.

A full account of the work of the Technical Schools is given in a separate report.

*Secondary Education.*—We have at present a system of Primary Schools, and a system of Technical Schools. There are two main gaps to be filled before we have anything like a complete system of Education. We need a University at the top, and we need Secondary Schools, linked to the Primary Schools below, and to the Technical Schools and University above. The latter need is the more pressing, for the gap is causing a great loss of efficiency in our existing institutions. When they have been properly co-ordinated and rendered as efficient as possible the need for their continuation upwards will become more apparent.

The Technical Schools, if they are to do their best work, need students who have had a wider general education. In especial they need students with a greater knowledge of Mathematics and Elementary Science than the Primary Schools can give. Until such students can be secured there is a distinct loss of efficiency in our system.

The State offers to educate all children free in the Primary Schools. The progress or want of progress of modern nations points clearly to the fact that the greatest asset of a nation is the brains of its people, and that wide facilities for higher education are a condition of success. It is not good economy to let the promising child who cannot afford to continue his education beyond the Primary School go to work at the age of 14. Different nations recognise this in different ways. The United States make Secondary Education entirely free; Germany subsidises and assists it so that it is within the reach of almost all, and encourages it in every possible way; New Zealand sifts out the more promising at different stages, and sends them forward free up to the end of the University Course. But whatever the exact method adopted, all the more progressive nations recognise the importance of securing wide facilities for Secondary Education. The English Education Act of 1902 established Local Authorities with control of both Primary and Secondary education, so that a complete co-ordinated system can at length be established. The other States of the Commonwealth are moving in the same direction, and we cannot afford to be left behind.

The Technical Education of countries like Germany and the United States is often held up to admiration, and it appears to be thought that all that is needed in order to attain the same success is the establishment of Technical Schools. The fact is often overlooked that the Higher Technical Schools upon which Germany has lavished money with such signal success, and the great institutions which American millionaires have endowed so liberally require the completion of a course in a Secondary School as a preliminary condition of entrance. Their students are those who have, up to the age of 18 or 19, been undergoing a course of general education. Even the most distinctly "Modern" of the German Secondary Schools from which the Higher Technical Schools draw their pupils, give more time to Languages, Literature, and History, than to Mathematics and Science. But even the most "Classical" Schools devote a considerable proportion of the time to Mathematics and Science: the education given in them all is of a broad general character, and not on lines of narrow specialisation. A literary as well as a scientific education is recognised as the best training for future work in any of the learned professions, as well as in commerce.

In the United States one child out of 12 continues his education beyond the Primary School. In England one child out of 30 continues. In Victoria it is calculated that only one out of 50 receives further education. Here we have no clear line of definition which marks off Secondary Education, but our figures are certainly nearer those of Victoria than those of America. We need schools that will provide Secondary Education at low fees, with provision for many free places. We also greatly need schools which make adequate preparation for the teaching of Science. At present it is impossible for a boy at school to obtain a good grounding in Science. The results of the Public Examinations for which school children from this State compete show almost a complete blank as far as Science subjects are concerned. In this respect we are far behind all the other States.

It is intended to establish a continuation School in Perth during the coming year, and it is hoped afterwards to make similar provision for other centres.

*Cadets.*—The Cadet Corps was transferred from the Education Department to the Commonwealth Defence Department on May 1st, 1906. Its officers are still drawn entirely from the staff of the Education Department, which has still a large share in its control. The popularity and efficiency of the corps has been maintained. Two companies of Senior Cadets have been formed, consisting of boys who have left school. An increased establishment in this direction is very desirable. The boys are retained under discipline and under school influence after their schooldays are over. Their interest in the force is continued, and they will form a valuable source of supply for the senior forces. The system which trained a boy as a cadet up to the age of 14, and offered him no further chance of joining the Defence Forces until he reached the age of 18, was obviously unsound and wasteful.

*Office Staff.*—Six years ago the office staff numbered 25, and the expenditure on salaries was £4,518 2s. 4d. In 1905-6 the staff numbered 27, and the expenditure on salaries was £4,330 16s. 10d. In these six years the number of schools increased by 66 per cent.; the number of children in average attendance by 80 per



cent; the Manual Training and Cookery Schools, the Training College, Monitors' Classes, and Technical Schools were established, and the total expenditure of the Department increased by £93,000, rising from £69,000 to £162,000. These figures will show that the increased expenditure of the Department has been devoted entirely to the schools, and that the cost of administration has actually been reduced, while the volume of work has grown rapidly greater. Economy has been carried, in the Clerical Branch of the De-

partment, to its utmost limits, and increased assistance, as well as increased room, is now necessary. The staff has worked well and cheerfully throughout the year, many of the officers being frequently at work long after the regular hours.

*Reports.*—The reports of the Inspectors and other officers, together with the usual statistical returns, will be found attached.

CECIL ANDREWS,  
Inspector General of Schools.  
April, 1907.

FRANK WILSON,  
Minister for Education.

## No. 1.—Statement of the Educational Vote for the Financial Year 1905-6.

RECEIPTS.				DISBURSEMENTS.			
	£	s.	d.		£	s.	d.
To amount received from Treasury on account of Vote, 1905-6 ... ..	162,010	13	5	DEPARTMENTAL:			
				Salaries ... ..	7,311	3	11
				Incidental Expenses, including Postage, Travelling Expenses, Printing, etc. ... ..	3,669	3	7
					10,980	7	6
				COMPULSION:			
				Salaries ... ..	801	7	10
				Incidentals ... ..	82	13	1
					884	0	11
				EXHIBITIONS, SCHOLARSHIPS:			
				ETC.:			
				Government Exhibitions...	200	0	0
				University Exhibitions ...	450	0	0
				Scholarships ... ..	700	0	0
				Bursaries ... ..	195	0	0
					1,545	0	0
				EXAMINATIONS:			
				Incidentals ... ..	143	3	8
					143	3	8
				SCHOOLS:			
				Salaries and Allowances ...	112,873	17	9
				Furniture, Apparatus, etc.	3,334	4	9
				Incidentals, including Travelling Allowances...	6,302	11	4
					122,510	13	10
				EVENING CLASSES AND SCHOOLS:			
				Salaries ... ..	677	11	0
				Incidentals ... ..	357	11	5
					1,035	2	5
				TRAINING COLLEGE:			
				Salaries ... ..	1,796	13	2
				Scholarships ... ..	588	0	9
				Board ... ..	958	14	0
				Incidentals ... ..	590	4	1
					3,933	12	0
				TECHNICAL EDUCATION:			
				Salaries ... ..	5,027	10	7
				Incidentals ... ..	2,177	2	7
					7,204	13	2
				MANUAL TRAINING (Carpentry and Domestic Economy):			
				Salaries ... ..	3,608	17	11
				Incidentals ... ..	1,316	6	5
					4,925	4	4
				CADETS:			
				Salaries ... ..	744	7	2
				Incidentals ... ..	942	1	3
					1,686	8	5
				MONITORS' CLASSES:			
				Salaries ... ..	911	9	9
				Furniture, Apparatus, etc.	116	0	1
				Incidentals ... ..	424	7	0
					1,451	16	10
				PURCHASES INTO STOCK:			
				Furniture, Apparatus, etc.	5,283	2	7
				Incidentals ... ..	296	19	6
					5,580	2	1
				MISCELLANEOUS:			
				Transport Charges, etc., on Goods ... ..	130	8	3
					130	8	3
TOTAL ... ..	£162,010	13	5	TOTAL EXPENDITURE ... ..	£162,010	13	5

*Statement of Receipts paid to Revenue from 1st July, 1905, to 30th June, 1906.*

	£	s.	d.
Fees, Technical School ... ..	1,224	9	0
" Training College ... ..	15	0	0
" Evening Schools and Classes ... ..	295	9	8
Sale of Apparatus, Technical School ... ..	30	3	3
" Books, etc., Training College ... ..	90	16	2
Book Sales ... ..	1,196	15	5
Rents ... ..	170	5	7
Miscellaneous Receipts ... ..	27	13	10
	<u>£3,050</u>	<u>12</u>	<u>11</u>

*Expenditure under various Heads for the Financial Year, 1905-6.*

Particulars.	Salaries and Allowances.	Apparatus.	Furniture.	Upkeep.	Board.	Scholarships.	Total.	Expenditure on Buildings by Public Works Department.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Government Schools	112,873 17 9	a 5,600 7 3	b 2,792 6 1	c 6,614 19 8	...	...	127,881 10 9	38,303 15 5
Evening do. ...	55 0 2	...	...	13 7 7	...	...	68 7 9	...
Do. Classes ...	622 10 10	...	...	344 3 10	...	...	966 14 8	...
Monitors' do. ...	911 9 9	d 84 7 5	32 4 8	424 7 0	...	...	1,452 8 10	700 0 4
Training College ...	1,796 13 2	...	...	590 4 1	958 14 0	588 0 9	3,933 12 0	213 15 0
Technical Schools ...	5,027 10 7	...	...	2,177 2 7	...	...	7,204 13 2	4,599 19 5
Manual Training—Carpentry ...	2,240 14 1	...	...	886 8 0	...	...	3,127 2 1	} 173 8 2
Domestic Economy	1,368 3 10	...	...	429 18 5	...	...	1,798 2 3	
Cadets ... ..	744 7 2	...	...	942 1 3	...	...	1,686 8 5	...

a Includes £4,888 19 0  
b " 169 9 7  
c " 312 8 4  
d " 0 12 0

} Value of stock issued from Departmental Stores.

**COST PER HEAD, FINANCIAL YEAR 1905-6.**

*Average Attendance.*

No. of Schools.	Average Attendance.	Cost per Head.	Cost per Head including Administration.
351	24,470	£ s. d. 5 2 2·8	£ s. d. 5 11 11·2

*Average Enrolment.*

No. of Schools.	Average Enrolment.	Cost per Head.	Cost per Head including Administration.
351	28,765	£ s. d. 4 6 11·6	£ s. d. 4 15 2·6

*Staff and Attendance Return, 1906.*

**STATE SCHOOLS.**

(Where an asterisk (\*) appears it denotes that the Monitor acts also as Sewing Mistress. There are fourteen such in this Table.)

No.	SCHOOL.	STAFF AT END OF YEAR.								NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.				Average weekly enrollment of individual Scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Mistresses.	Boys.	Girls.	Total.					
		Males.	Females.	Males.	Females.	Males.	Females.									
1	Albany	1	1	2	4	1	..	..	161	142	303	320	274			
2	Do. Infants'	..	..	..	2	1	..	..	77	78	155	147	127			
3	Armada	1	1	..	1	..	..	1	42	45	87	100	80			
4	Bakers Hill	1	1	..	..	..	..	..	19	19	38	34	25			
5	Balingup	1	1	..	..	..	1*	..	26	25	51	53	43			
6	Baywater	1	1	..	3	..	1	..	90	97	187	139	166			
7	Beaconsfield	1	1	2	5	..	3	..	206	188	394	440	400			
8	Do. Infants'	..	..	..	3	1	1	..	122	85	207	211	186			
9	Beechboro'	1	1	..	..	1	..	..	34	18	52	50	43			
10	Bejoording	..	..	..	..	..	..	..	11	13	24	24	19			
11	Bellevue	1	1	..	2	1	..	..	68	65	133	153	129			
12	Belmont	1	1	..	1	..	..	..	67	52	119	109	94			
13	Beverley	1	1	..	2	..	..	..	73	49	122	127	104			
14	Bicton	1	1	..	1	2	..	..	19	22	41	42	36			
15	Bonnievale	1	1	..	1	..	..	..	33	34	67	66	57			
16	Boozardie	1	1	..	..	..	..	1	15	16	31	28	23			
17	Boorara	1	1	..	..	..	..	..	9	7	16	26	21			
18	Boranup	1	1	..	..	..	..	..	10	12	22	22	22			
19	Boulder	1	1	2	5	1	2	..	209	214	423	491	417			
20	Do. Infants'	..	..	..	8	..	..	..	232	227	459	429	345			
21	Do. Intermediate	..	..	..	4	..	1	..	130	108	238	250	219			
22	Do. South	1	1	1	6	..	1	..	215	190	405	422	351			
23	Do. West	1	1	..	3	..	..	..	75	90	165	182	162			
24	Boyanup	1	1	..	..	..	1	..	31	14	45	45	38			
25	Boyup Brook	1	1	..	..	..	1	..	11	19	30	32	23			
26	Bridgetown	1	1	..	1	..	..	..	50	53	103	97	70			
27	Brookton	1	1	..	..	..	..	..	20	13	33	33	28			
28	Broomhill	1	1	..	1	..	2	..	29	43	72	71	55			
29	Brown Hill	1	1	2	2	..	..	..	130	111	241	252	222			
30	Brunswick	1	1	..	..	..	1	..	34	19	53	49	38			
31	Buckland Hill	1	1	..	..	..	1	..	16	19	35	28	18			
32	Bullebrook	1	1	..	..	..	..	..	1	20	34	26	20			
33	Bullock	1	1	..	..	..	1	..	19	15	34	48	40			
34	Bunbury	1	1	1	4	1	1	..	173	131	304	304	274			
35	Do. Infants'	..	..	..	2	..	..	..	84	75	159	151	133			
36	Burbanks	1	1	..	1	..	..	..	37	35	72	76	62			
37	Russellton	1	1	..	1	..	1	..	45	29	74	77	65			
38	Cannington	1	1	..	2	..	..	..	78	85	163	167	125			
39	Capel	1	1	..	..	..	1*	..	29	18	47	51	41			
40	Cartmelcup	1	1	..	..	..	..	..	13	14	27	27	22			
41	Childlow's Well	1	1	..	..	1	..	..	20	32	52	53	43			
42	Clackline	1	1	..	..	..	1	..	33	17	50	48	36			
43	Claremont	1	1	2	5	..	5	..	206	177	383	402	352			
44	Do. Infants'	1	1	..	2	..	1	..	87	73	160	161	130			
45	Do. North	1	1	..	2	1	2	..	59	53	117	113	100			
46	Collie	1	1	1	2	1	1	..	138	116	254	249	190			
47	Coores	1	1	..	..	..	..	..	20	15	35	35	30			
48	Cookernup	1	1	..	..	..	1	..	16	20	36	37	27			
49	Coolgardie	1	1	1	5	1	5	2	162	148	310	309	278			

Opened 5th November.

Opened 5th November.



Staff and Attendance Return, 1906—continued.

STATE SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.								NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.				Average weekly enrollment of Individual Scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Machines.	Boys.	Girls.	Total.					
		Males.	Females.	Males.	Females.	Males.	Females.									
112	Leesterville West (a)	..	..	..	..	..	..	..	171	196	367	382	338	Opened 1st May. Opened 4th September.		
113	Lennonville	..	..	..	..	..	..	..	8	15	23	27	21			
114	Leonora	..	..	..	..	..	..	..	39	35	74	70	61			
115	Lion Mill	..	..	..	..	..	..	..	27	32	59	57	46			
116	Lucknow	..	..	..	..	..	..	..	22	20	42	39	31			
117	Malabaine	..	..	..	..	..	..	..	13	18	31	31	29			
118	Malcolm	..	..	..	..	..	..	..	26	28	54	57	51			
119	Mandurah	..	..	..	..	..	..	..	18	12	30	32	26			
120	Marbro	..	..	..	..	..	..	..	19	11	30	29	25			
121	Maylands	..	..	..	..	..	..	..	209	172	381	383	322			
122	Meckering	..	..	..	..	..	..	..	43	46	89	83	63			
123	Menzies	..	..	..	..	..	..	..	100	68	168	177	149			
124	Midland Junction	..	..	..	..	..	..	..	233	177	410	423	354			
125	Do.	..	..	..	..	..	..	..	91	102	193	181	147			
126	Mingenew	..	..	..	..	..	..	..	12	17	29	34	30			
127	Mogumber	..	..	..	..	..	..	..	15	17	32	31	28			
128	Mombarkine	..	..	..	..	..	..	..	10	11	21	23	18			
129	Moojebing	..	..	..	..	..	..	..	16	13	29	28	22			
130	Moonyonooka	..	..	..	..	..	..	..	10	13	23	26	19			
131	Moora	..	..	..	..	..	..	..	22	20	42	35	30			
132	Mornington Mill	..	..	..	..	..	..	..	42	27	69	81	63			
133	Mt. Barker	..	..	..	..	..	..	..	28	22	50	54	44			
134	Mt. Kokeby	..	..	..	..	..	..	..	11	11	22	23	20			
135	Mt. Magnet	..	..	..	..	..	..	..	24	26	50	60	48			
136	Mt. Morgans	..	..	..	..	..	..	..	36	34	70	79	73			
137	Mt. Sir Samuel	..	..	..	..	..	..	..	10	12	22	23	20			
138	Mourambine	..	..	..	..	..	..	..	16	9	25	31	23			
139	Mullalyup	..	..	..	..	..	..	..	10	12	22	19	17			
140	Mullewa	..	..	..	..	..	..	..	12	14	26	29	23			
141	Mundaring	..	..	..	..	..	..	..	10	18	28	30	25			
142	Mundijong	..	..	..	..	..	..	..	22	23	45	47	43			
143	Nannine	..	..	..	..	..	..	..	19	19	38	37	31			
144	Nannup	..	..	..	..	..	..	..	12	14	26	29	25			
145	Narrogin	..	..	..	..	..	..	..	68	71	139	141	116			
146	Newcastle	..	..	..	..	..	..	..	54	45	99	99	77			
147	Newcastle Street Boys'	..	..	..	..	..	..	..	274	274	274	288	250			
148	Do.	..	..	..	..	..	..	..	..	212	212	235	197			
149	Do.	..	..	..	..	..	..	..	82	105	187	198	163			
150	Newlands	..	..	..	..	..	..	..	10	6	16	16	14			
151	Newtown	..	..	..	..	..	..	..	13	7	20	20	14			
152	Niagara	..	..	..	..	..	..	..	13	11	24	26	23			
153	Norseman	..	..	..	..	..	..	..	44	42	86	91	82			
154	Northam	..	..	..	..	..	..	..	178	161	339	361	302			
155	Do.	..	..	..	..	..	..	..	26	32	58	56	47			
156	Northampton	..	..	..	..	..	..	..	22	14	36	36	30			
157	Norwood	..	..	..	..	..	..	..	91	105	196	182	167			
158	Osborne Park	..	..	..	..	..	..	..	21	22	43	41	34			
159	Paddington	..	..	..	..	..	..	..	33	31	64	63	53			
160	Parkerville	..	..	..	..	..	..	..	19	23	42	40	38			
161	Perth Boys'	..	..	..	..	..	..	..	513	513	513	555	506			
162	Do. Girls'	..	..	..	..	..	..	..	..	..	446	494	432			

	12	45	127	48	13,583	12,311	25,894	26,922	23,000
Perth Infants' .. .. .	1	..	..	..	214	170	384	438	374
Do. Intermediate .. .. .	..	..	..	..	153	112	265	264	225
Do. East .. .. .	..	1	2	..	169	138	307	361	317
Do. East, Infants' .. .. .	..	..	4	..	71	87	158	164	137
Do. North .. .. .	..	1	1	..	145	108	253	255	223
Do. South .. .. .	..	..	2	..	72	42	114	119	102
Pictou .. .. .	..	..	..	..	26	34	60	62	53
Pingelly .. .. .	..	..	..	..	41	39	77	77	63
Pinjarra .. .. .	..	..	..	..	29	23	52	56	48
Plympton .. .. .	..	..	1	..	127	116	243	262	221
Do. Infants' .. .. .	..	2	3	..	91	102	193	183	146
Do. .. .. .	..	..	..	..	28	29	57	59	53
Princess Royal .. .. .	..	..	..	..	47	49	96	77	64
Ravensthorpe .. .. .	..	..	..	..	19	17	36	33	27
Roelands .. .. .	..	..	..	..	32	35	67	66	57
Rosalie .. .. .	..	..	..	1	20	19	39	41	30
Sawyers' Valley .. .. .	..	..	..	..	24	12	36	38	32
Serpentine .. .. .	..	1	..	..	30	35	65	63	52
Smith's Mill .. .. .	..	..	..	..	73	71	144	146	123
Southern Cross .. .. .	..	..	2	..	242	242	484	520	480
Subiaco .. .. .	..	1	2	..	190	156	346	352	301
Subiaco Infants' .. .. .	..	..	1	..	22	27	49	50	43
Swan, Middle .. .. .	..	..	..	..	10	29	39	34	26
Tambellup .. .. .	..	..	2	..	239	199	438	425	378
Thomas Street, West Perth .. .. .	..	..	..	1	12	10	22	25	21
Tipperary .. .. .	..	..	1	..	134	123	257	274	232
Traralgar .. .. .	..	1	..	..	161	136	297	310	252
Victoria Park .. .. .	..	..	1	..	84	103	187	182	148
Wagin .. .. .	..	..	1*	..	30	25	55	58	45
Walgerup .. .. .	..	..	..	1	10	7	17	23	19
Walkaway .. .. .	..	..	..	..	13	14	27	27	21
Wandering .. .. .	..	..	1*	..	22	20	42	43	39
Watsons Mill .. .. .	..	..	1	..	36	44	80	88	78
Wellington Mill .. .. .	..	2	1*	..	190	158	348	339	297
White Gum Valley .. .. .	..	..	..	..	29	26	55	48	35
Williams .. .. .	..	1	..	..	16	12	28	30	26
Woodanilling .. .. .	..	..	1*	..	35	30	76	65	46
Woodlupine .. .. .	..	..	..	..	23	17	40	41	29
Woolgar .. .. .	..	..	..	1	18	11	29	26	21
Wooroloo .. .. .	..	..	..	..	28	43	71	70	57
Worsley Mill .. .. .	..	..	..	1	14	14	28	33	29
Yalgoo .. .. .	..	..	..	1	86	89	175	197	173
York .. .. .	..	..	1	..	39	41	80	76	66
Do. Infants' .. .. .	..	..	..	..	..	..	..	..	..
Totals .. .. .	42	77	290	48	13,583	12,311	25,894	26,922	23,000

(a) Temporarily without head teacher.

**(a) Temporarily without head teacher.**

## PROVISIONAL SCHOOLS.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 Aldinga	1	1	1	1	1	1	1	1	1	10	16	12	13	14	15	16	11
2 Alma	1	1	1	1	1	1	1	1	1	8	18	19	19	19	16	18	11
3 Applecross	1	1	1	1	1	1	1	1	1	10	17	17	17	17	17	17	14
4 Arrino	1	1	1	1	1	1	1	1	1	12	16	17	16	14	14	16	12
5 Augusta	1	1	1	1	1	1	1	1	1	5	12	11	12	12	12	12	12
6 Australind	1	1	1	1	1	1	1	1	1	9	17	18	17	17	15	17	15
7 Badjanning	1	1	1	1	1	1	1	1	1	6	18	15	18	14	14	18	14
8 Balcatia	1	1	1	1	1	1	1	1	1	7	13	15	13	13	12	13	12
9 Balladon	1	1	1	1	1	1	1	1	1	9	17	17	17	13	13	17	13

Staff and Attendance Returns, 1906—continued.

PROVISIONAL SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.								NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrollment of individual Scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistant.		Monitors.		Sewing Machines.	Boys.	Girls.	Total.				
		Males.	Females.	Males.	Females.	Males.	Females.								
10	Bally Bally	..	..	..	..	..	..	..	9	11	20	22	17	Closed 12th April.	
11	Bardoc	..	1	..	..	..	..	..	5	7	15	15	12		
12	Batavia	..	..	..	..	..	..	..	5	4	9	9	9		
13	Bedforddale	..	1	..	..	..	..	..	9	12	21	18	14		
14	Beverley, East	..	1	..	..	..	..	..	8	9	17	16	15		
15	Do. North	..	..	..	..	..	..	..	6	7	13	13	12		
16	Bibra Lake	..	1	..	..	..	..	..	4	9	13	12	11		
17	Boysgarra	..	..	..	..	..	..	..	10	8	18	19	16		
18	Brookhampton	..	1	..	..	..	..	..	15	8	23	23	15		
19	Burnakurra	..	1	..	..	..	1	..	7	7	14	15	12		
20	Burtville	..	..	..	..	..	..	..	17	21	38	21	17		
21	Canning Mills	..	1	..	..	..	..	..	3	10	13	13	12		
22	Capel River	..	1	..	..	..	..	..	3	10	13	13	12		
23	Carisbrook	..	..	..	..	..	..	..	4	7	11	18	13		
24	Carrolup	..	1	..	..	..	..	..	10	8	18	21	14		
25	Chapman	..	..	..	..	..	..	..	9	7	16	12	7		
26	Chittering, Lower	..	1	..	..	..	..	..	5	10	15	16	15		
27	Clifton	..	..	..	..	..	..	..	6	7	13	14	13		
28	Coalup	..	1	..	..	..	..	..	10	6	16	21	19		
29	Do. West	..	1	..	..	..	..	..	13	13	26	26	19		
30	Coondle	..	..	..	..	..	..	..	10	6	16	21	14		
31	Cunlardine	..	1	..	..	..	..	..	11	10	21	20	18		
32	Dandarragan	..	1	..	..	..	1	..	7	8	15	16	11		
33	Dardanup	..	1	..	..	..	1	..	8	10	18	17	13		
34	Darradup	..	..	..	..	..	..	..	3	11	14	15	12		
35	Dingup	..	1	..	..	..	..	..	7	5	12	13	12		
36	Dinninup	..	1	..	..	..	..	..	11	8	19	18	17		
37	Doodlekine	..	1	..	..	..	..	..	9	14	23	22	17		
38	Dowerin	..	1	..	..	..	..	..	2	9	11	16	9		
39	Dumbleyung	..	1	..	..	..	..	..	14	5	19	19	17		
40	Dursanilling	..	1	..	..	..	..	..	12	3	15	17	12		
41	Elsternwick	..	1	..	..	..	..	..	10	4	14	13	11		
42	Englishfield	..	1	..	..	..	1	..	7	11	18	20	16		
43	Ewlyamatup	..	..	..	..	..	..	..	5	10	15	15	14		
44	Ferguson Mill	..	..	..	..	..	..	..	8	9	17	23	17		
45	Georgina	..	1	..	..	..	..	..	8	6	14	17	14		
46	Gilgering	..	..	..	..	..	..	..	11	9	20	19	18		
47	Glenlynn	..	1	..	..	..	..	..	7	5	12	12	11		
48	Goonalling	..	1	..	..	..	..	..	7	10	17	16	13		
49	Greenbushes Mill	..	1	..	..	..	1	..	4	6	10	13	9		
50	Greenhills	..	..	..	..	..	..	..	13	13	26	28	22		
51	Greenmount	..	1	..	..	..	..	..	17	15	32	26	21		
52	Greenough	..	1	..	..	..	1	..	5	8	13	14	13		
53	Gullewa	..	1	..	..	..	..	..	8	13	21	22	15		
54	Highbury	..	1	..	..	..	..	..	4	7	11	11	10		
55	Hofman Mill	..	1	..	..	..	..	..	12	11	23	25	21		
56	Hope Valley	..	1	..	..	..	..	..	12	8	20	24	20		
57	Inkipinkie Well	..	1	..	..	..	..	..	13	11	24	23	19		
58	Indarrie	..	1	..	..	..	..	..	11	5	13	12	10		
		..	..	..	..	..	..	..	11	11	22	21	17		





Staff and Attendance Returns, 1906—continued.

PROVISIONAL SCHOOLS—continued.

No.	SCHOOL.	STAFF AT END OF YEAR.								NUMBER OF INDIVIDUAL SCHOLARS ON ROLL ON LAST SCHOOL DAY.			Average weekly enrolment of individual Scholars.	Average daily attendance for period School was open.	Remarks.
		Head Teachers.		Assistants.		Monitors.		Sewing Machines.	Boys.	Girls.	Total.				
		Males.	Females.	Males.	Females.	Males.	Females.								
120	Walebing ..	..	..	..	..	..	..	..	3	8	11	10	Closed 1st June.		
121	Wannamal ..	1	..	..	..	..	..	..	8	11	19	16			
122	Wanneroo ..	1	..	..	..	..	1	..	6	8	14	17			
123	Wardaring Spring ..	1	..	..	..	..	1	..	11	8	19	16			
124	Waterloo ..	1	..	..	..	..	1	..	11	14	25	23			
125	Wedgcarup ..	..	1	..	..	..	..	..	12	10	22	20			
126	Westbrook ..	..	1	..	..	..	..	..	10	10	20	20			
127	Wiluna ..	..	..	..	..	..	..	..	11	5	16	15			
128	Wongamine ..	1	..	..	..	..	1	..	10	7	17	16			
129	Wonerup ..	..	1	..	..	..	..	..	9	4	13	13	Re-opened 2nd July.		
130	Yarling ..	..	1	..	..	..	..	..	10	5	15	16	Formerly Yenalin.		
131	Yeanilling ..	..	1	..	..	..	..	..	8	7	15	15	Closed temporarily 24th Oct.		
132	Yundamindera ..	..	..	..	..	..	..	..	3	8	11	11			
Totals ..		56	67	..	..	..	..	19	1,166	1,132	2,298	2,313	1,873		

HALF-TIME SCHOOLS.

1	Bidaminnie ..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	Opened 16th February.
2	Boothine ..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	Opened 26th January.
3	Hindoon, North ..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	
4	Do, South ..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	
5	Dale ..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	Opened 30th January.
6	Do, River ..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	Closed 24th August
7	Silver Hills ..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	Closed 24th August.
8	Kyalup ..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	
9	Frankland River ..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	
10	Gingin Brook ..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	
11	Moore River ..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	
12	Marradong ..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	
13	Hotham River ..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	
14	Rockingham ..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	
15	Do, Beach ..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	
16	Tarwonga ..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	Re-opened 5th March.
17	Arthur River ..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	Opened 26th November.
18	Perup ..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	Opened 3rd December.
19	Riveride ..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	
20	Strawberry ..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	
21	North Yandarra ..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	Opened 10th September.
Totals ..		7	2	..	..	..	..	..	..	117	94	211	231	190		



### SCHOOLS IN OPERATION.

At the close of 1905 there were 329 schools in operation. During the year 1906, 42 new schools were opened, and six which were closed previous to, or during 1905, were re-opened. Nine schools were closed during the year, and one was not re-opened.

There were thus 376 schools in operation sometime during the year, and 367 at the close of the year.

#### STATE SCHOOLS.

(With an Average Attendance of over 20.)

The year 1905 closed with 194 in operation.

The following were transferred to the "Provisional" Class owing to the falling off in the attendance.

Bally Bally	Greenhills
Batavia	Jennapulin
Coolup	McDowall's Mill
Dinninup	Quellington.
Greenbushes Mill	

The Claremont Practising School was transferred to the "Special" Class.

The following Provisional Schools were raised to the class of State Schools :—

Baker's Hill	Marbro
Boorara	Mt. Kokeby
Boyup Brook	Northampton
Cunderdin	Woodanilling
Davyhurst	Wooroloo.
Greenough, North	

Laverton and Newtown, which were formerly conducted as half-time schools, were also transferred to this class.

The number of State Schools was further increased by the opening of the following schools :—

Buckland Hill	Lucknow
Guildford, West	Northam, West
Hawthorn	Perth Intermediate
Leonora	Rosalie.

From these particulars it will be seen that there were 205 schools belonging to this class in operation during the year, and the same number at the end of the year.

#### PROVISIONAL SCHOOLS.

(With an Average Attendance of from 10 to 20.)

The year 1905 closed with 104 in operation. Of these, 11 schools, as already mentioned, were made State Schools. The numbers were also decreased by the transfer of the Dale River, Rockingham Beach, and Strawberry Schools to the Half-time Class. Before the end of the year six schools, viz., Batavia, Ferguson Mill, Ludlow, Stratham, Tammin, and Walebing were closed. The additions to these schools were the nine previously mentioned which were transferred from State School Class, and seven from the Half-Time Class.

The following 22 new schools were opened :—

Arrino	Keysbrook
Beverley, North	Lancefield
Boyagarra	Marwongy
Burnakurra	Moonies Hill
Chapman	Murray, West
Dowerin	Nangeenan
Duranilling	Nebrikinning
Goomalling	Pleasant Grove
Greenmount	Southern Brook
Inkipinkie	Stirling
Jandakot, East	Wagilin

Lower Chittering, Ferguson Mill, and Narra Tarra, which were closed in 1905, and Wonnerup, which was closed in 1904, were re-opened. Omitting Dale River, Rockingham Beach, and Strawberry, which were transferred to the Half-Time Class, there were 132 Provisional Schools in operation during the year, and 126 at the close of the year.

#### HALF-TIME SCHOOLS.

The year 1905 closed with 20 in operation. Of these Frankland River and Kybalup, which were working in conjunction with each other, were closed ; also Silver Hills, whose companion school (Jurokine) was transferred to the Provisional Class.

On the opening of the Dale and North Yardarino Schools, Dale River and Strawberry were transferred from the Provisional Schools, and made their companion schools respectively.

Rockingham Beach was also transferred from the Provisional Class on the re-opening of the Rockingham School, which was closed in 1903.

Upper and West Swan, which were working together as Half-Time Schools during 1905, were transferred to the Provisional Class. In addition to Dale, North Yardarino, and Rockingham, the Bidaminnie and Bootine, and Tarwonga and Arthur River Schools, were opened during the past year.

Omitting Laverton and Newtown, which were made State Schools, and Burtville, Jurokine, Ludlow, and Rudd's Gully, which was transferred to the "Provisional" list, there were 21 of this class in operation during the year, and 18 at the close of the year.

#### SPECIAL SCHOOLS.

At the end of 1905 there were seven of this class in operation.

Port Hedland, a new school, was opened on 1st October, and Roebourne, which was closed in April, 1905, was re-opened on 26th March.

In addition to these the Claremont Practising School, which was included in the State School list during the five months it was in operation in 1905, was transferred to this class. There were thus 10 of these schools in operation during and at the end of the year.

#### SPARSELY PEOPLED DISTRICTS OR HOUSE-TO-HOUSE SCHOOLS.

There were four of these in operation at the end of 1905. Mardo was not re-opened during 1906.

The following new schools were opened :—

Hill River.	Pingin.
Isseka	Waverley.
Marleyup	

There were thus eight schools in operation during and at the close of the year.

TABLE I.

## A.—Number of Schools in operation during the Year.

NOTE.—In cases where schools have been transferred from one class to another, they are entered under the class to which they belonged on the last school day.

	1905.	1906.
State Schools ... ..	195	205
Provisional Schools ... ..	106	132
Half-time Schools ... ..	22	21
Special Schools ... ..	8	10
House-to-house Schools ... ..	4	8
	335	376
Increase for 1906 ... ..	...	41

## B.—Number of Schools in operation at the end of the Year.

	1905.	1906.
State Schools ... ..	194	205
Provisional Schools ... ..	104	126
Half-time Schools ... ..	20	18
Special Schools ... ..	7	10
House-to-house Schools ... ..	4	8
	329	367
Increase for 1906 ... ..	...	38

TABLE II.

## A.—Schools opened during 1906.

School.	Date of Opening.	School.	Date of Opening.
<b>STATE SCHOOLS—</b>		<b>PROVISIONAL SCHOOLS (continued)—</b>	
1. Buckland Hill ... ..	5th November	19. Nangeenan ... ..	4th June
2. Guildford, West ... ..	15th October	20. Narra Tarra ... ..	Re-opened 19th March
3. Hawthorn ... ..	17th September		
4. Leonora ... ..	1st May	21. Nebrikinning ... ..	2nd July
5. Lucknow ... ..	4th September	22. Pleasant Grove ... ..	26th November
6. Northam, West ... ..	15th October	23. Southern Brook ... ..	23rd July
7. Perth Intermediate ... ..	2nd July	24. Stirling ... ..	3rd December
8. Rosalie ... ..	15th October	25. Wagilin ... ..	9th August
		26. Wonerup ... ..	Re-opened 2nd July
<b>PROVISIONAL SCHOOLS—</b>		<b>HALF-TIME SCHOOLS—</b>	
1. Arrino ... ..	3rd September	1. Bidaminnie ... ..	16th February
2. Beverley, North ... ..	1st May	2. Bootine ... ..	26th January
3. Boyagarra ... ..	7th May	3. Dale ... ..	30th January
4. Burnakurra ... ..	17th September	4. Rockingham ... ..	Re-opened 5th March
5. Chapman ... ..	4th September		
6. Chittering, Lower ... ..	Re-opened 5th March	5. Tarwonga ... ..	26th November
7. Dowerin ... ..	15th May	6. Arthur River ... ..	3rd December
8. Duranilling ... ..	12th February	7. Yardarino, North ... ..	10th September
9. Ferguson Mill ... ..	Re-opened 23rd Jan., closed 4th October	<b>SPECIAL SCHOOLS—</b>	
		1. Port Hedland ... ..	1st October
10. Goomalling ... ..	2nd July	2. Roebourne ... ..	Re-opened 26th March
11. Greenmount ... ..	15th October		
12. Inkipinkie Well ... ..	28th June	<b>S. P. D. OR HOUSE-TO-HOUSE SCHOOLS—</b>	
13. Jandakot, East ... ..	23rd May	1. Hill River ... ..	22nd January
14. Keysbrook ... ..	2nd April	2. Isseka ... ..	15th October
15. Lancefield ... ..	1st August	3. Marleyup ... ..	6th June
16. Marwongy ... ..	23rd January	4. Pingin ... ..	21st November
17. Moonies Hill ... ..	18th June	5. Waverley ... ..	5th June
18. Murray, West ... ..	23rd January		

## B.—Schools closed during 1906.

School.	Date of closing.	School.	Date of Closing.
<b>PROVISIONAL SCHOOLS—</b>		<b>HALF-TIME SCHOOLS—</b>	
1. Batavia ... ..	12th April	1. Frankland River ... ..	24th August
2. Ferguson Mill ... ..	4th October	2. Kybalup ... ..	do.
3. Ludlow ... ..	20th July	3. Silver Hills ... ..	do.
4. Stratham ... ..	24th August	<b>S.P.D. SCHOOLS—</b>	not re-opened
5. Tammin ... ..	23rd February		
6. Walebing ... ..	1st June		
		Mardo ... ..	

TABLE III.

The following table shows the attendances in the various grades of Government Schools for the year 1906:—

	No. of distinct schools in operation during year, as classified on last school day.	Enrolment of distinct scholars on last school day.			Average enrolment of distinct scholars.	Average Attendance.	Percentage of average attendance to average enrolment.
		Boys.	Girls.	Total.			
1906.							
State Schools ... ..	205	13,583	12,311	25,894	26,530	22,649	85
Provisional Schools ... ..	132	1,166	1,132	2,298	2,139	1,742	81
Half-time Schools ... ..	21	117	94	211	192	165	86
Special Schools ... ..	10	234	219	453	441	371	84
House-to-house Schools...	8	35	36	71	50	46	92
Totals ...	376	15,135	13,792	28,927	29,352	24,973	85

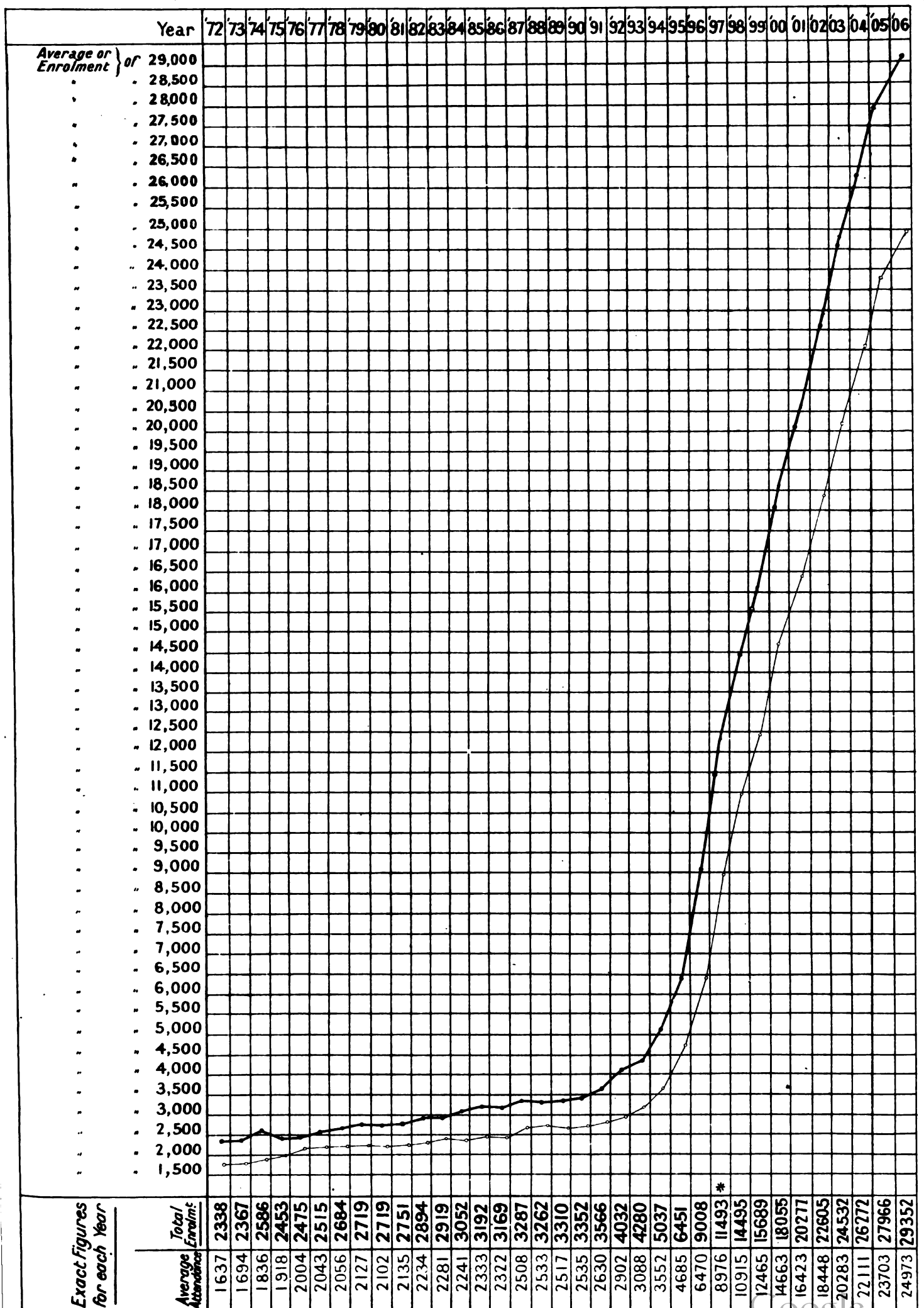
TABLE IV.

Classification of Schools, as determined by their average attendance:—

				No. in operation some time during year.		No. of Schools open at end of year.	
				1905.	1906.	1905.	1906.
Class I., average attendance, 400 and upwards ... ..				8	8	8	8
" II., " " 300 to 400 ... ..				12	10	12	10
" III., " " 200 to 300 ... ..				17	24	17	24
" IV., " " 100 to 200 ... ..				30	31	30	31
" V., " " 50 to 100 ... ..				37	39	37	39
" VI., " " 20 to 50 ... ..				96	100	95	100
Provisional " " 10 to 20 ... ..				108	135	106	129
Half-time Schools (where two contiguous schools maintain an aggregate average of 16) ... ..				23	21	20	18
House-to-house Schools (in sparsely-peopled districts) ... ..				4	8	4	8
<b>Totals ... ..</b>				<b>335</b>	<b>376</b>	<b>329</b>	<b>367</b>

# Diagram showing the Enrolment and Average Attendance in Government Schools from 1872 to 1906

*\*Enrolment. — Shown in Black.  
Average Attendance. „ „ „ „ „ Red.*



\*From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of "average attendance" to "average enrolment". From that year the average enrolment is shewn in lieu of the enrolment.





TABLE V.

General Progress of Education from 1872 to 1906 inclusive:—

Year.	Government Schools.					Assisted Schools to 1895, Private Schools from 1896.			
	Number of Schools.	Number of individual Scholars on Roll on last School day (including schools closed during year.)	Average enrolment for year.*	Average Attendance for Year.	Percentage of Attendance to Enrolment.	Number of Schools.	Number of individual Scholars on Roll at end of year.	Average Attendance.	Percentage of Attendance to enrolment at end of year.
1872	60	2,338	..	1,637	70	13	1,137	763	67
1873	64	2,367	...	1,694	71	15	1,064	829	78
1874	66	2,586	...	1,836	71	18	1,244	936	75
1875	58	2,453	...	1,918	78	20	1,305	1,003	77
1876	58	2,475	...	2,004	81	22	1,389	1,097	79
1877	57	2,515	...	2,043	81	21	1,346	1,053	78
1878	68	2,684	...	2,056	77	19	1,386	1,041	75
1879	72	2,719	...	2,127	78	19	1,334	1,029	77
1880	67	2,719	...	2,102	77	19	1,327	1,006	76
1881	72	2,751	...	2,135	78	18	1,253	974	78
1882	75	2,894	...	2,234	77	17	1,157	939	81
1883	77	2,919	...	2,281	78	16	1,142	912	80
1884	74	3,052	...	2,241	73	16	1,221	926	76
1885	77	3,192	...	2,333	73	17	1,287	1,016	79
1886	78	3,169	...	2,322	73	16	1,339	1,024	76
1887	74	3,287	...	2,508	76	16	1,386	1,092	79
1888	77	3,262	...	2,533	78	16	1,417	1,126	79
1889	78	3,310	...	2,517	76	16	1,434	1,108	77
1890	82	3,352	...	2,535	76	19	1,662	1,283	77
1891	85	3,566	...	2,630	74	19	1,779	1,280	72
1892	96	4,032	...	2,902	72	21	1,941	1,422	73
1893	106	4,280	...	3,088	72	21	2,058	1,537	74
1894	116	5,037	...	3,552	71	21	2,381	1,815	76
1895	133	6,451	...	4,685	73	19	2,293	1,708	74
1896	150	9,008	...	6,470	72	58	4,032	3,074	76
1897	167	12,262	*11,493	8,976	78	58	4,546	3,612	79
1898	186	14,424	14,495	10,915	75	87	5,651	4,479	79
1899	207	16,053	15,689	12,465	79	83	5,812	4,359	75
1900	223	18,557	18,055	14,663	81	75	5,462	4,248	78
1901	242	20,548	20,277	16,423	81	77	5,810	4,645	80
1902	250	22,765	22,605	18,448	82	80	6,260	4,922	79
1903	270	24,267	24,532	20,283	83	92	6,757	5,618	83
1904	290	25,979	26,272	22,111	84	93	7,214	5,824	81
1905	335	27,978	27,966	23,703	85	99	7,353	6,128	83
1906	376	28,927	29,352	24,973	85	108	7,515	6,382	85

\* Not ascertained previous to 1897.

NOTES.—*Assisted Schools, etc.*—Up to and including 1895 the numbers given are those of the “Assisted” or State-aided Denominational Schools. By “The Assisted Schools Abolition Act,” 1895, all grants in aid to these were abolished from the 31st December of that year. Thereafter, these schools ranked as “Private” schools as distinguished from “Government” schools. The figures for 1896 and onwards include all private schools, secondary as well as primary, though one of the former (the Perth High School) is subsidised by the State. The average attendance, and consequently the percentage of attendance to enrolment at these schools, from 1896, is from figures supplied, but many of the returns forwarded are obviously incorrect.

*Government Schools.*—From and including 1897, the percentage of attendance to enrolment has been calculated on the basis of “average attendance” to “average enrolment.”

TABLE VI.

Enrolment and Attendance for each Quarter and for the Year.

Quarters.	Number of individuals on roll on last school day.			Average enrolment of distinct scholars.	Average Attendance.	Percentage of average attendance to average enrolment.
	Boys.	Girls.	Total.			
First ...	15,045	13,859	28,904	28,721	24,471	85.20
Second ...	15,449	14,062	29,511	29,394	24,994	85.03
Third ...	15,585	14,202	29,787	29,721	25,342	85.27
Fourth ...	15,080	13,743	28,823	29,478	25,003	84.82
Year ...	...	...	...	29,352	24,973	85.08

TABLE VII.

The following table shows the ages of the children on the roll at the end of the years 1905 and 1906:—

Year.	Boys.				Girls.				Total (Boys and Girls).				Over-age Children (over 16 years).*	
	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	under 6 years.	6 to 14 years.	14 to 16 years.	Total.	Boys.	Girls.
1905	1,552	12,265	759	14,576	1,375	11,080	875	13,330	2,927	23,345	1,634	27,906	25	50
1906	1,388	12,878	798	15,064	1,255	11,650	823	13,728	2,643	24,528	1,621	28,792	17	42

\* These are not counted on the Rolls. A fee of 6d. per week is paid by each, the amount being retained by the teacher.

TABLE VIII.

Showing the number, sex, and classification of teachers on 31st December, 1906 :—

	A1	A2	A3	B1	B2	C1	C2	Unclassified.	Monitors.	Sewing Mistresses.*	Totals.
Head Teachers :											
Males ... ..	7	12	6	57	16	59	24	59	...	...	240
Females ... ..	1	4	3	16	...	23	6	65	...	...	118
											358
Assistant Teachers :											
Males ... ..	...	1	3	20	22	21	8	5	...	...	80
Females ... ..	...	1	2	25	35	116	44	70	...	...	293
											373
Monitors :											
Males ... ..	...	...	...	...	...	...	...	...	45	...	45
Females ... ..	...	...	...	...	...	...	...	...	128	...	128
											173
Sewing Mistresses ... ..	...	...	...	...	...	...	...	...	...	69	69
Totals ... ..	8	18	14	118	73	219	82	199	173	69	973
Totals for 1905 ...	5	16	16	111	62	196	87	178	147	70	888

\* 14 Monitors act also as Sewing Mistresses.

*Teachers of Manual Training and Domestic Economy.*

	Manual Training, all Male.	Domestic Economy, all Female.	Total.
Organising Instructors ... ..	1	1	2
Teachers in charge of Centres ... ..	4*	5	9
Assistants ... ..	3	3	6
Monitors ... ..	7	...	7
Totals, 1906 ... ..	15	9	24
Totals, 1905 ... ..	11	9	20

\* One also acts as an assistant at the Perth Centre.

*Monitors' Central Classes.*

Superintendent ... ..	1
Instructors ... ..	2
Total, 1906 ... ..	3 (all male teachers.)
Total, 1905 ... ..	3 (do. )

TABLE IX.

*Orphanage Schools and Industrial Schools, 1906.*

	Number of Individual Children on Roll last School Day.			Average enrolment for Year.	Average attendance for Year.
	Boys.	Girls.	Total.		
Clontarf Orphanage, Senior (Roman Catholic) ... ..	36	...	36	41	41
Do. Junior (Roman Catholic) ... ..	65	...	65	56	56
Perth Protestant Girls' Orphanage (Church of England) ... ..	...	61	61	62	55
St. Joseph's Orphanage, Girls' (Roman Catholic) ... ..	...	92	92	91	91
Glendalough Industrial (Roman Catholic) ... ..	61	...	61	58	54
Subiaco Industrial (State) ... ..	29	19	48	45	45
Swan Orphanage, Boys' (Church of England) ... ..	81	...	81	86	79
Swan Native and Half-caste Mission (Church of England) ... ..	9	19	28	28	27
Collie Industrial School, Boys' (Salvation Army), No. 1 ... ..	40	1	41	42	40
Do. do. do. No. 2 ... ..	48	...	48	41	33
Do. do. Girls' (Salvation Army) ... ..	...	35	35	33	33
Redhill Industrial School, Swan (Church of England) ... ..	15	...	15	14	14
	384	227	611	597	568
Ages of those on Roll—					
Under 6 years ... ..	22	10	32		
Between 6 and 14 ... ..	329	203	532		
Over 14 years ... ..	33	14	47		
	384	227	611		

## INSPECTION.

There were 376 schools in operation during the year. Of these, 353 received one or more visits.

Twenty-three were not visited for the following reasons :—Four were closed before Inspection Visits could be paid, 10 were new schools, one was re-opened too late in the year, two were not visited owing to distance in one case, and to distance and low attendance in the other.

Of the Nor'-West schools, Carnarvon and Sharks Bay were visited. The others were not visited owing

to distance. With the exception of Port Hedland—a new school—all the Nor'-West schools were visited in 1905.

From the awards it will be seen that 254 or 77 per cent. were classified from "Excellent" to "Fair," compared with 67 per cent. for the year 1905.

The following tabulation shows the number of schools in each Inspector's Districts, the number of schools visited, and the name of schools not visited.

Inspector.	Number of Schools in Districts.	Number of Schools visited.	Schools not visited.
J. P. Walton (Chief Inspector) ...	16	16	
J. H. McCollum ...	54	54	
R. Hope Robertson, M.A. ...	57	53	Waverley ... New school. Greenmount ... do. Buckland Hill ... do. Pingen ... do. Lucknow ... do. Pleasant Grove ... do. Wonnerup ... Re-opened too late in the year to be visited.
R. Gamble ...	74	71	Frankland River ... Closed. Kybalup ... do. Silver Hille ... do. Tammin ... do. Marleyup ... New school. Tarwonga ... do. Arthur River ... do. Hill River ... Distance. Wiluna ... Distance and low attendance. Burnakarra ... New school.
Wallace Clubb, B.A. ...	100	93	Broome ... } Visited during 1905. Cossack ... } Derby ... } Onslow ... } Roebourne ... } Port Hedland ... New school.
J. A. Klein, B.A. ...	67	64	
North-West Schools ...	8	2	

H. W. Wheeler—Assisted in Inspectors McCollum, Robertson, Gamble, and Klein's Districts.

In addition to the above, the following Orphanage and Industrial Schools were visited by the Chief Inspector, Mr. J. P. Walton :—

## ORPHANAGES.

Clontarf, Roman Catholic.  
St. Joseph's do.  
Swan Boys', Church of England.  
Swan Native and Half-caste Mission, Church of England.  
Perth Protestant Girls', Church of England.

## INDUSTRIAL SCHOOLS.

Glendalough, Roman Catholic.  
Subiaco, State.  
Red Hill, Church of England.  
Collie Boys', Salvation Army.  
Do. Girls', do.

The following Table shows the Marks Awarded to Schools on the result of the Inspection Visits :—

	Excel- lent.	Very Good.	Good.	Very Fair.	Fair.	Weak.	Very Weak.	Bad.	Very Bad.	Visited for Classification of Scholars only.	Totals.
J. P. Walton, Chief Inspector ...	2	2	5	4	3	...	...	...	...	...	16
J. H. McCollum ...	...	...	8	9	23	9	...	1	...	4	54
R. H. Robertson, M.A. ...	3	2	4	15	21	4	1	1	...	2	53
R. Gamble ...	...	1	9	20	28	5	4	...	...	4	71
W. Clubb, B.A. ...	2	...	2	14	38	22	4	3	...	8	93
J. A. Klein, B.A. ...	...	1	4	11	24	13	2	2	1	6	64
North-West Districts ...	...	...	...	...	...	1	...	...	...	1	2
Totals ...	7	6	32	73	137	54	11	7	1	25	353

# MANUAL TRAINING AND DOMESTIC ECONOMY.

**Woodwork.**—2,847 boys received instruction in this subject during the year ; an increase of 384 over the number for 1905. On the last day 1,886 boys were on the roll as compared with 1,555 in 1905, and the average enrolment had increased from 1,614 to 1,749.

**Cookery.**—During 1906, 1,251 girls received instruction, as against 1,304 in 1905, and the number on the roll was 482 compared with 538 in 1905. The

average enrolment stands at 566 for 1906, and 562 for 1905.

On June 30th the Boulder classes were temporarily suspended and laundry work substituted.

**Laundry.**—The number who received instruction in this subject has increased from 592 in 1905 to 980 in 1906, and the number of pupils on the roll from 327 in 1905 to 404 in 1906. The average enrolment was 275 in 1905, and 459 in 1906. On 2nd July a new centre was opened at Boulder.

	Number of Scholars enrolled in Classes during the Year.	Number of distinct Scholars on Roll last day Classes held.	Average enrolment for Year.	No. of half Days open.	Number of Classes held.	Total attendances made.	Average Attendances.		Remarks.	
							Per Half day.	Per Class.		
Boys' CLASSES.										
Woodwork—										
1. Albany ... ..	71	40	39	73	73	1,328	18	18	Classes temporarily suspended from 14th September.	
2. Armadale ... ..	11	8	8	44	44	338	8	8		
3. Boulder ... ..	218	129	151	300	300	5,019	17	17		
4. Bunbury ... ..	62	37	40	80	80	1,485	19	19		
5. Claremont ... ..	125	95	96	207	207	3,560	17	17		
6. Coolgardie ... ..	103	74	77	138	138	2,449	18	18		
7. Day Dawn ... ..	15	14	13	40	40	480	12	12		
8. Donnybrook ... ..	15	12	12	59	59	621	11	11		
9. Drakesbrook ... ..	8	5	5	89	89	421	5	5		
10. Fremantle ... ..	427	272	213	424	424	8,034	19	19		
11. Geraldton ... ..	68	49	53	81	81	1,898	23	23		
12. Gingin ... ..	13	9	9	81	81	689	9	9		
13. Kalgoorlie ... ..	256	180	170	347	347	5,940	17	17		
14. Katanning ... ..	25	16	16	44	44	622	14	14		
15. Leederville ... ..	312	199	195	342	342	7,425	22	22		
16. Midland Junction ... ..	225	124	134	295	295	5,052	17	17		
17. Mornington Mill ... ..	16	12	11	44	44	411	9	9		
18. Narrogin ... ..	44	26	23	88	88	1,809	21	21		
19. Newcastle ... ..	20	12	12	40	40	405	10	10		
20. Northam ... ..	64	32	32	80	80	1,112	14	14		
21. Perth No. 1 ... ..	356	251	207	355	355	6,621	19	19		
22. Perth No. 2 ... ..	346	257	201	353	353	6,469	18	18		
23. Picton ... ..	11	6	7	14	14	95	7	7		
24. Pinjarra ... ..	22	13	12	90	90	965	11	11	Classes temporarily suspended from 11th May.	
25. Wagin ... ..	14	14	13	18	18	214	12	12		
Not re-opened until 1st August.										
Totals, 1906 ... ..	2,847	1,886	1,749	...	3,726	63,462	367	...		
Totals, 1905 ... ..	2,463	1,555	1,614	...	3,772	60,001	346	...		
GIRLS' CLASSES.										
Cookery—										
Albany ... ..	35	20	23	74	74	725	10	10	Temporarily suspended 30th June.	
Boulder ... ..	55	21	50	73	73	834	11	11		
Claremont ... ..	200	100	86	234	234	2,851	12	12		
Fremantle ... ..	286	113	121	343	343	4,038	12	12		
Kalgoorlie ... ..	130	45	55	198	198	2,059	10	10		
Leederville ... ..	133	44	57	162	162	2,003	12	12		
Perth ... ..	412	139	174	334	334	5,029	15	15		
Total, 1906 ... ..	1,251	482	566	...	1,418	17,539	82	...	Opened 2nd July.	
Total, 1905 ... ..	1,304	538	562	...	1,609	18,810	79	...		
Laundry—										
Albany ... ..	33	20	21	76	76	684	9	9		
Boulder ... ..	165	113	133	130	130	2,169	17	17		
Fremantle ... ..	232	84	95	328	328	3,175	10	10		
Leederville ... ..	156	42	57	192	192	1,883	10	10		
Perth ... ..	394	145	153	416	316	5,380	13	13		
Total, 1906 ... ..	980	404	459	...	1,142	13,291	59	...		
Total, 1905 ... ..	592	327	275	...	850	8,239	38	...		
Grand Total, Boys and Girls, 1906	5,078	2,772	2,774	...	6,286	94,292	508	...		
Do. 1905 * ... ..	4,424	2,471	2,506	...	6,322	87,941	473	...		

\* These totals include the Housewifery Classes, which were closed in September, 1905.

## TECHNICAL AND EVENING SCHOOLS.

*Technical.*

At the end of 1905 there were seven of these schools in operation. At the end of May, 1906, the Bonnievale classes were suspended, and on 16th July classes were opened at Menzies.

There were thus seven schools in operation at the end of 1906.

*Evening.*

At the end of 1905, eight Evening Schools were in operation. During 1906 new schools were opened at Geraldton (22nd January), Maylands (7th May), and Moora (12th June). The last-named school was in operation for four months only.

Nine schools were open at the end of the year.

The following tabulation shows the number of Instructors engaged at these classes, the number of pupils on the rolls, and the fees received during the year:—

## TECHNICAL CLASSES.

		Number of Individual Students on Roll at end of each term.			Number of Lecturers or Instructors.	Number of Subjects taught.	Number of weeks open.	Fees received.	Total number of Students on Roll in all Classes during each term.		
		Males.	Females.	Totals.					Males.	Females.	Totals.
Perth.											
First Term	...	268	36	324	29	21	10	£ 412 2 0	394	44	438
Second "	...	278	48	326	29	28	10	140 2 2	421	59	480
Third "	...	345	61	406	30	33	10	212 5 0	491	72	563
Fourth "	...	291	62	353	30	29	10	133 0 3	369	72	441
Boulder.											
First Term	...	45	11	56	11	8	13	43 10 10	56	14	70
Second "	...	141	33	174	10	11	13	136 10 3	153	33	186
Third "	...	114	25	139	9	10	13	84 4 6	128	26	154
Coolgardie.											
First Term	...	30	...	30	5	9	13	68 8 0	44	...	44
Second "	...	31	...	31	3	8	13	28 18 2	44	...	44
Third "	...	27	...	27	3	8	13	20 0 1	37	...	37
Fremantle (South Terrace).											
First Term	...	30	4	34	4	4	10	23 10 6	32	4	36
Second "	...	50	18	68	5	4	10	28 0 6	31	8	39
Third "	...	43	19	62	6	11	10	29 14 7	44	16	60
Fourth "	...	37	23	60	6	10	10	27 8 6	43	29	72
Fremantle (Adelaide Street).											
First Term	...	33	24	57	4	8	10	18 15 3	33	24	57
Second "	...	29	37	66	4	6	10	22 8 6	29	37	66
Third "	...	30	40	70	4	6	10	29 3 6	29	40	69
Fourth "	...	32	42	74	4	7	10	25 1 3	32	43	75
Midland Junction.											
First Term	...	17	...	17	2	10	10	11 15 6	26	...	26
Second "	...	14	...	14	3	3	10	7 1 0	24	...	24
Third "	...	17	...	17	3	3	10	7 1 0	20	...	20
Fourth "	...	16	...	16	3	3	10	6 0 6	18	...	18
Menzies (opened 16th July, 1906).											
First Term	...	23	...	23	3	4	10	24 10 0	28	...	28
Second "	...	26	...	26	4	4	10	27 7 6	28	...	28
Bonnievale (closed 25th May, 1906).											
First Term	...	8	...	8	1	2	13	5 7 9	8	1	9

## EVENING SCHOOLS.

	Staff last School week.			Number of Distinct Pupils on roll last School week.			Average enrolment of Distinct Pupils for the year.	Amount received in Fees during the year.
	Males.	Females.	Total.	Males.	Females.	Total.		
Perth	7	1	8	106	22	128	138	£ 228 12 0
Kalgoorlie *	3	2	5	27	13	40	53	172 1 6
Maylands	1	...	1	25	1	26	24	14 11 3
Bunbury	4	1	5	15	4	19	37	40 7 6
Moora †	1	...	1	9	5	14	14	5 11 6
Northam	1	...	1	9	...	9	10	9 9 9
Geraldton	1	...	1	8	...	8	12	18 9 6
Ravensthorpe *	2	...	2	9	...	9	8	46 3 0
Fremantle Manual Training	1	...	1	24	...	24	12	...
Midland Junction Manual Training	1	...	1	8	...	8	9	...
Result for year	22	4	26	240	45	285	317	...

\* These Classes are under the direction and control of a local committee, who receive from the Department a £ for £ subsidy on all fees received. † Closed 29th September, 1906.

*Technical and Evening Schools.—Return showing Ages of individual Students on Roll at end of year.*

	MALES.			FEMALES.			BOTH SEXES.			Totals.
	Under 18	18 to 21	Over 21	Under 18	18 to 21	Over 21	Under 18	18 to 21	Over 21	
Perth Technical	114	103	74	11	29	22	125	132	96	353
Boulder do.	60	28	26	8	6	11	68	34	37	139
Coolgardie do.	15	3	9	...	...	...	15	3	9	27
Fremantle do.	22	6	4	24	15	3	46	21	7	74
Menzies do.	3	1	22	...	...	...	3	1	22	26
Bonnievale Technical	...	...	Closed	...	25-5-	1906.	...	...	...	...
Midland Junction Technical	8	5	3	...	...	...	8	5	3	16
<b>Totals</b>	<b>222</b>	<b>146</b>	<b>138</b>	<b>43</b>	<b>50</b>	<b>36</b>	<b>265</b>	<b>196</b>	<b>174</b>	<b>635</b>
Perth Evening	25	37	44	5	7	10	30	44	54	128
Kalgoorlie do.	10	10	7	5	5	3	15	15	10	40
Maylands do.	16	7	2	1	...	...	17	7	2	26
Bunbury do.	9	4	2	1	1	2	10	5	4	19
Northam do.	8	...	...	...	1	...	8	1	...	9
Geraldton do.	8	...	...	...	...	...	8	...	...	8
Ravensthorpe Evening	...	3	6	...	...	...	...	3	6	9
Fremantle Manual Training	2	...	22	...	...	...	2	...	22	24
Midland Junction Manual Training	1	2	5	...	...	...	1	2	5	8
<b>Total</b>	<b>79</b>	<b>63</b>	<b>88</b>	<b>1</b>	<b>14</b>	<b>15</b>	<b>91</b>	<b>77</b>	<b>103</b>	<b>271</b>
<b>GRAND TOTALS</b>	<b>301</b>	<b>209</b>	<b>226</b>	<b>55</b>	<b>64</b>	<b>51</b>	<b>356</b>	<b>273</b>	<b>277</b>	<b>906</b>

#### GOVERNMENT EXHIBITIONS.

These were first instituted in 1897, when, on 1st July, regulations were gazetted offering eight, of the value of £25 each, for competition among candidates of either sex, between the ages of 14 and 18 years, who had resided in the State for at least two years. In 1898 the regulations governing these Exhibitions were altered. Five Senior Exhibitions, of the value of £25 each, and Five Junior, of the value of £15 each, were offered, subject to the same condition as to residence. In this year there was also an alteration in the mode of setting and examining papers. The results of the Adelaide University Junior and Senior Examinations were to decide the winners of the Junior and Senior Exhibitions respectively. In 1900 there was added to the other Exhibitions a University Exhibition of the value of £150 a year, tenable for three years, to be held at any recognised University in the British Empire. The competition for this is restricted to boys under 19 years of age who have completed three years' residence in the State. The award is made on the combined results of the Adelaide University Senior and Higher Public Examinations, but no marks are counted for any subject unless 45 per cent. of the maximum obtainable for that subject is obtained.

In 1901 the method of awarding Senior Exhibitions was brought into consonance with that for the University Exhibition, and for the Junior Exhibitions it was also decided to fix 45 per cent. as the minimum to be obtained in any subject, in order that the marks may count towards the Exhibition.

In 1904 the number of Junior Exhibitions was increased from five to eight.

In 1906 the regulations governing the above-mentioned Exhibitions were amended.

The University and Senior Exhibitions respectively are awarded on the combined results of the Senior

and Higher Public Examinations of the Adelaide University.

Only seven subjects in the Senior Examination are taken into consideration. If a candidate sits for a larger number of subjects, the seven in which he obtains the best results are counted.

Two University Exhibitions are now awarded.

In, and from 1907, one of these will be given at the discretion of the Minister for proficiency in Science and Mathematics, provided that a candidate of sufficient merit present himself.

For the Junior Exhibitions only the seven subjects in the Junior Examination of the Adelaide University in which a candidate obtains the best results are taken into consideration.

The following list shows the winners of these Exhibitions in 1906 :—

#### UNIVERSITY EXHIBITIONS.

Angus S. Ferguson ... Christian Brothers' College, Perth  
Richard Tucker ... Scotch College, Claremont

#### SENIOR EXHIBITIONS.

John W. Horan ... Christian Brothers' College, Perth  
Reginald E. Parry ... Scotch College, Claremont  
James O. Gemmel ... High School, Perth  
Brian F. Pidgeon ... Scotch College, Claremont  
Charles H. Leedman... Christian Brothers' College, Perth

#### JUNIOR EXHIBITIONS.

Herbert J. Appel ... Christian Brothers' College, Perth  
George Steinberg ... Christian Brothers' College, Perth  
William Caldwell ... Scotch College, Claremont  
George Marshall ... Claremont State School  
Aloysius Rodoreda ... Christian Brothers' College, Perth  
David Leahy ... Christian Brothers' College, Perth  
Frederick H. Bray ... Scotch College, Claremont  
Kathleen Crawford ... Sisters of Mercy Convent School, Victoria Square, Perth

The following table shows the results for the past ten years :—

Year.	University Exhibition.		Senior Exhibitions.		Junior Exhibitions.		Total Exhibitions.	
	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of Competitors.	Number awarded.	Number of individual Competitors.
1897 ...	...	...	...	...	...	...	8	16
1898 ...	...	...	5	5	5	8	10	13
* 1899 ...	...	...	5	6	5	21	10	27
1900 ...	1	*6	4	4	5	20	10	26
1901 ...	1	*6	5	9	5	16	11	27
1902 ...	1	†4	4	9	7	26	12	35
1903 ...	1	‡13	5	13	5	23	11	38
1904 ...	1	§11	5	21	8	40	14	62
1905 ...	2	11	5	30	8	56	15	90
1906 ...	2	**14	5	36	8	83	15	125
	9	65	43	134	56	293	116	460

\* Four of these also competed for Senior Exhibitions, and are included under that heading.  
† All these also competed for Senior Exhibitions, and are included under that heading.  
‡ Eleven of these also competed for Senior Exhibitions, and are included there.  
§ Ten of these also competed for Senior Exhibitions, and are included there.  
|| Seven of these also competed for Senior Exhibitions, and are included there.  
\*\* Eight of these also competed for Senior Exhibitions, and are included there.

### THE RHODES' SCHOLARSHIPS.

These Scholarships are worth £300 a year each for a three years' course at Oxford. Australia receives eighteen of these Scholarships, one student to be selected from each State of the Commonwealth every year.

The third Western Australian scholar was elected at the beginning of the year, the successful candidate being Alexander Juett, a pupil from the Christian Brothers' College, who is now studying at Oxford.

The selection committee for this State consists of His Excellency the Governor (in his private capacity), the Chief Justice, and the Inspector General of Schools.

### EFFICIENT PRIVATE SCHOOLS.

The following is a list of the Private Schools in the State which have been gazetted during 1906. These are not examined on the same basis as Government Schools, and are only declared efficient for the purpose of the Act in Reading, Writing, Arithmetic, Spelling, and Geography:—

Albany ...	Albany Grammar School (Otto Berliner)
Do. ...	St. Joseph's Convent High School
Do. ...	Do. do. Primary School
Beaconsfield ...	Miss Nicolay, 25 South Street
Do. ...	Sacred Heart Convent
Boulder ...	All Hallows Convent School
Bridgetown ...	Convent School
Brown Hill ...	St. Brigid's Convent School
Bunbury ...	St. Joseph's Convent School
Do. ...	Ladies' College (Miss Mitchell)
Do. South ...	St. Mary's Convent
Do. do. ...	Ladies' College (Mrs. R. H. M. Kelly)
Busselton ...	Sacred Heart Convent
Carnarvon ...	Presentation Convent Primary School
Do. ...	Presentation Convent High School
Claremont ...	*Scotch College
Do. ...	*Girls' High School (Miss Parnell)
Do. ...	Loretto Convent, Osborne
Coolgardie ...	St. Mary's Convent School
Collie ...	Presentation Convent School
Cottesloe ...	Star of the Sea Convent School
Do. ...	Collegiate School (Miss G. Blackwell)
Do. ...	High School, Irvine Street (Miss Nisbet)
Cue ...	Dominican Convent School
Day Dawn ...	Do. do. do.
Dongarra ...	Do. do. do.
Fremantle ...	Miss Cragg's School, Temperance Hall
Do. ...	Miss Hancock, 64 Attfield Street
Do. ...	St. Joseph's Girls' Convent, Parry Street

Fremantle ...	St. Joseph's Infants' Convent School, Parry Street
Do. ...	Girton College, Adelaide Street (Mrs. M. Haines)
Do. ...	Ladies' College, Cantonment Road (Misses Bird)
Do. ...	St. Joseph's High School
Do. ...	St. Patrick's do.
Do. ...	Christian Brothers' High School
Do. East ...	Sacred Heart Convent High School
Do. do. ...	Richmond School, Canning Road (Miss L. Allen)
Do. do. ...	School of Mary Immaculate, King Street
Do. North ...	St. Ann's Convent
Geraldton ...	Presentation Convent, Primary School
Do. ...	Do. do. High School
Guildford ...	*Grammar School
Do. ...	Girls' High School, James Street (Miss Bailey)
Do. ...	St. Mary's Convent School
Greenough, Central ...	Presentation Convent
Greenough, N.B.F. ...	St. Thomas's Presentation Convent
Greenough, B.F. ...	St. John's Presentation Convent (Bootenal)
Gwalia ...	Dominican Convent School
Highgate ...	Sacred Heart Convent, Primary School
Do. ...	*Sacred Heart Convent, High School
Kalgoorlie ...	Piccadilly Convent, Sisters of St. John of God
Do. ...	Christian Brothers' College
Do. ...	Miss M. Watson, Brookman Street
Do. ...	High School for Girls, St. John's Hall, Brookman Street (Sisters of Church)
Do. ...	St. Mary's Convent School
Kamballie ...	St. Joseph's do.
Kanowna ...	St. Patrick's do.
Lawlers ...	Presentation Convent School
Leederville ...	"Arranmore" Convent School
Leonora ...	Dominican Convent
Menzies ...	St. Columba's Convent of Mercy
Midland Junction ...	St. Brigid's Convent, Newcastle Road
Nannine ...	Rev. G. Harding
Newcastle ...	Convent of Sisters of Mercy
Northam ...	St. Anthony's Convent School
Do. ...	St. Joseph's do.
Northampton ...	Presentation Convent
Osborne Park ...	Seventh Day Adventists
Perth ...	Loretto Convent, Adelaide Terrace
Do. ...	Christian Brothers' College (St. Patrick's)
Do. ...	Mrs. Jones' School, Mount Street
Do. ...	*Miss Best's High School for Girls
Do. ...	*Boys' High School (a)
Do. ...	*Christian Brothers' College
Do. ...	Lemyn Ladies' College (Miss Thursfield)
Do. ...	Miss Palmer's School, Beaufort Street

(a) This is partly a Government School, as it receives a Government subsidy, and is under the control of a board nominated by the Governor in Council. \* Schools at which secondary school scholarships may be held.

## EFFICIENT PRIVATE SCHOOLS—continued.

Perth ...	Ladies' College, Havelock Street (Misses Tindall and Hill)	Perth ...	Kindergarten School, 493 Beaufort Street (Miss Fletcher)
Do. ...	Protestant School (Evangelical Lutheran), 191 Fitzgerald Street	Do. West	St. Brigid's Convent, John Street
Do. ...	St. Joseph's Convent (Girls'), Victoria Square	Do. do.	St. Brigid's Convent (Infants'), John St.
Do. ...	St. Joseph's Convent (Infants'), Victoria Square	Do. do.	St. Brigid's Ladies' College, John Street
Do. ...	Ladies' College (Convent), Victoria Square	Southern Cross	St. Joseph's Convent School
Do. ...	Miss Messer's College, Mount Street	Subiaco ...	St. John of God's Convent School
Do. ...	Perth College, Colin Street (Sisters of the Church)	Do. ...	Miss Anderson, 228 Bagot Road
Do. ...	Misses Scott, 27 Ord Street	Do. ...	Miss Gill, Rokeby Road
Do. ...	Bedford Ladies' College, Beaufort Street (Miss E. L. Walker)	Trafalgar ...	St. Ursula's Convent of Mercy
		Victoria Park	St. Joachim's Convent School
		York ...	St. Patrick's Convent of Mercy, Primary School
		Do. ...	St. Patrick's Convent of Mercy, High School
		Do. ...	Girls' High School (Miss K. Jobson)

NOTE.—This list is not exhaustive, as there are other private "schools" where the number in attendance is below eight. These are not recognised by the Department as efficient schools, but the instruction imparted there may be deemed sufficient excuse for exemption from attendance at an efficient school. In some other cases visits of inspection could not be paid before the end of the year.

## RELIGIOUS INSTRUCTION, 1906.

## A.—SPECIAL RELIGIOUS INSTRUCTION.

Return showing particulars of the Churches availing themselves of the provision of Section 18 of 57 Vict., No. 16.

Churches.	Number of Schools visited.	Number of visits made.	Total number in Average Attendance.	Number withdrawn in accordance with parents' written request.
Church of England ...	186	4,329	7,936	23
Methodist ...	72	1,484	3,516	7
Presbyterian ...	35	765	1,039	4
Congregational ...	23	511	729	...
Baptist ...	15	272	228	...
Roman Catholic ...	25	143	395	2
Church of Christ ...	4	73	109	...
	*	7,577	13,952	36

\* Special religious instruction has been given in 203 distinct schools.

## B.—GENERAL RELIGIOUS INSTRUCTION.

This instruction, which excludes dogmatic or polemical theology, is given in all schools. The number of children withdrawn from it, in accordance with the written request of parents, amounted to 1,335, made up as follows :—

Roman Catholic ...	1,147	Seventh Day Adventists ...	27	Lutheran ...	3
Hebrew ...	56	Methodist ...	13	Christadelphian ...	2
No denomination ...	15	Church of Christ ...	3	Presbyterian ...	7
Church of England ...	46	Mohammedan ...	1	Protestant ...	3
Agnostic ...	4	Baptist ...	8		

## COMMITTEES OF MANAGEMENT.

Return showing number of meetings held, and the attendance made by members during 1906 :—

	Number of Meetings held.	Number of Attendances made.		Number of Meetings held.	Number of Attendances made.
Armadales ...	4	17	Greenough ...	2	7
Beverley ...	2	7	Greenbushes ...	4	15
Blackwood ...	1	3	Irwin ...	Nil	20
Boulder ...	5	27	Kalgoorlie ...	5	...
Broomehill ...	1	4	Kanowna ...	...	9
Brookton and Westbrook ...	7	25	Katanning ...	2	...
Bulcng ...	2	9	Karridale ...	...	11
Coolgardie ...	7	33	Kojonup ...	3	...
Davyhurst ...	...	...	Kookynie ...	Nil	21
Donnybrook ...	...	...	Laverton ...	5	15
Fremantle ...	6	35	Leonora ...	4	7
Fremantle, North ...	...	...	Malcolm ...	2	3
Gascoyne ...	2	6	Melbourne ...	1	19
Geraldton ...	6	27	Menzies ...	5	...
Gingin ...	Nil	...	Mourambine ...	...	...
			Mt. Morgans ...	...	...
			Murray ...	10	38
			Narrogin ...	Nil	...
			Norseman ...	9	35
			Northampton ...	Nil	...



	Number of Meetings held.	Number of Attendances made.
Peak Hill ... ..	...	...
Perth, South ... ..	2	8
Plantagenet ... ..	7	30
Ravensthorpe ... ..	2	9
Roebourne ... ..	1	4
Sharks Bay ... ..	...	...
Southern Cross ... ..	...	...
Swan ... ..	Nil	...
Vasse ... ..	2	7
Wagin ... ..	...	...
Wellington ... ..	...	...
Williams ... ..	...	...
Wiluna ... ..	4	10
York ... ..	10	35
Yundamindera ... ..	3	13

### ACCOMMODATION.

At the close of 1906, in the Government School buildings in use, 33,584 "places" were provided, and in buildings not the property of the Department, 3,640.

For 1905 the numbers were 30,258 and 3,440 respectively.

The following are the particulars of the new accommodation provided in 1906:—

#### New School Buildings.

Place.	Present Accommodation.	Remarks.
Arrino ... ..	30	New School
Augusta ... ..	39	Removed from Hamelin
Beverley, North ... ..	16	New School
Boorara ... ..	50	Do
Brookton ... ..	50	Replacing hired building
Buckland Hill ... ..	76	New School
Burnakurra ... ..	36	Do
Boyagarra ... ..	30	Do
Chapman ... ..	30	Do
Chittering, Lower ... ..	36	Re-opened
Daveyhurst ... ..	50	Replacing hired building
Dowerin ... ..	30	New School
Duranilling ... ..	20	Do
Gosnells ... ..	50	Replacing hired building
Goomalling ... ..	34	New School
Greenmount ... ..	57	Do
Guildford, West ... ..	100	Do
Gwalia ... ..	36	New Building
Indarrie ... ..	30	Replacing hired building
Isseka ... ..	30	New School
Jandakot, East ... ..	28	Do
Keysbrook ... ..	30	Do
Lancefield ... ..	36	Do
Laverton ... ..	50	Replacing hired building
Leonora ... ..	70	Building removed and erected
Marwongy ... ..	30	New School
Meekatharra ... ..	29	Replacing hired building
Moonies Hill ... ..	30	New School
Murrin Murrin ... ..	34	Replacing hired building
Niagara ... ..	57	Removed from Batavia
Nangeenan ... ..	34	New School
Nebrikinning ... ..	30	Do
Northam, West ... ..	76	Do
Perth Intermediate ... ..	430	Do
Pingelly ... ..	100	Replacing old building
Port Hedland ... ..	47	New School
Rockingham ... ..	30	Re-opened
Rosalie ... ..	100	New School
Stirling ... ..	30	Do
Tuckanarra ... ..	29	Do
Waigilin ... ..	36	Do
Waverley ... ..	30	Do
Wonnerup ... ..	39	Re-opened
Woodanilling ... ..	36	Replacing hired building
Yarling ... ..	30	Do
Total ... ..	2,301	

#### Technical, Manual Training, and Household Management.

School.	Accommodation.	Remarks.
Perth Cookery Centre	90	Three classes of 30 each
Boulder	30	" " 10 "
Boulder Technical ...	100	
Armadale Manual Training	20	
Total ...	240	

#### Additions and Alterations to Existing Buildings.

Schools.	Places.	Remarks.
Bayswater ... ..	50	
Boulder, West ... ..	75	
Boyanup ... ..	20	
Bellevue ... ..	50	
Brunswick ... ..	50	
Greenbushes ... ..	50	
Highgate ... ..	50	
" Infants' ... ..	50	
Jolimont ... ..	50	
Ka'anining ... ..	50	
Kalgoorlie, North ... ..	50	
" South ... ..	75	
Malabaine ... ..	25	
Muchea ... ..	30	
Norwood ... ..	100	
Newcastle Street, Infants' ... ..	50	
Ravensthorpe ... ..	50	
Subiaco ... ..	50	
" Infants' ... ..	50	
Thomas Street ... ..	100	
Victoria Park, Infants' ... ..	50	
White Gum Valley ... ..	50	
Wagin ... ..	50	
Total ... ..	1,225	

#### Technical, Manual Training, and Household Management.

Boulder Technical ...	6	3 forges, 36ft. by 18ft.
Leederville Manual Training	10	
Fremantle Manual Training	10	
Narrogin Manual Training	6	
Total ...	32	

#### Buildings not belonging to the Department.

Place.	Accommodation.	Remarks.
Arthur River ... ..	55	Erected by settlers
Bootine ... ..	20	Do.
Bidaminnie ... ..	17	Private house
Dale Hall ... ..	72	Erected by settlers
Hawthorne ... ..	54	Rented building
Hill River ... ..	13	Private house
Inkipinkie ... ..	22	Erected by settlers
Lucknow ... ..	34	Do.
Marleyup ... ..	20	Private house
Murray, West ... ..	25	Do.
Pingin ... ..	28	Erected by settlers
Pleasant Grove ... ..	15	Rented building
Southern Brook ... ..	10	Erected by settlers
Tarwonga ... ..	17	Do.
Waverley ... ..	30	Rented building
Yardarino North ... ..	34	Church building
Total ... ..	466	

*Report of Mr. J. P. Walton, Chief Inspector of Schools, 1906.*

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I have the honour to forward details of the schools which come more immediately under my supervision.

These include 16 State schools in the Metropolitan District, the Manual Training Schools and Classes (Boys'), Household Management Schools and Classes (including Cookery, Laundry, and Housewifery Classes), and the Evening Schools throughout the State; also the 12 Orphanages and Industrial Schools receiving grants from the Government.

The major part of my time has been occupied with administrative work in Perth, but I have been able to make the following visits to the various schools:—

State Schools .. .. .	44 visits.
Manual Training Classes .. ..	9 "
Household Management Classes ..	12 "
Evening Schools .. .. .	10 "
Orphanages and Industrial Schools	12 "

In addition to these, I visited twenty (20) other schools in various parts of the State.

*State Schools.*

One new school has been opened in my district—the Intermediate School at James Street, Perth. This will relieve the Boys' and Girls' Schools of the lower standards (Standards I. and II. and partially of Standard III.) and give them more accommodation for the upper standards, a step rendered necessary by the increase in the number of applications for admission to the higher classes.

*Attendance.*

Details as to the enrolment and average attendance at these sixteen schools show that there was a slight falling off in the number of children on the roll at the close of the year—from 4,636 to 4,508—but the average enrolment for the year was fully maintained, and what was more gratifying still, the average attendance increased from 4,096 to 4,156.

The percentage of the average attendance increased from 86 to 87. Remembering the numerous causes which often prevent children from attending school, that 87 per cent. of the enrolment should be present day after day speaks volumes for the value of the work of the Compulsory Officers. It also proves that the parents of the children value highly the educational facilities provided by the State.

District.	Roll last School-day.			Average enrolment for year.	Average attendance for year.
	Boys.	Girls.	Total.		
Claremont ...	416	370	786	799	682—85%
Perth ... ..	1,943	1,779	3,722	3,996	3,474—87%
Totals ...	2,359	2,149	4,508	4,797	4,156—87%

*Inspection.*

All the schools were inspected during the year, and, speaking generally, good progress has been made. The progress is shown by the increase in the number of schools obtaining the marks "Good," "Very good," and "Excellent." Last year six (6) were placed in these classes; during the year under review nine (9) gained the distinction.

As practically all the members of the Inspectorial staff take part in these inspections, the progress is all the more satisfactory.

Perth Boys': Excellent.  
 Perth Infants': Excellent.  
 Claremont: Very good.  
 East Perth Infants': Very good.  
 Claremont Infants': Good.  
 Claremont Practising: Good.  
 Highgate: Good.  
 Highgate Infants': Good.  
 East Perth: Good.

*Infants' Schools.*

The progress made in the teaching of infants is a very noticeable feature in the work of the past year. Out of the few Infants' Schools included in my district, four are found in the above list, and not only have the schools been conducted on much more appropriate and scientific methods, but, as a consequence, the progress of the little ones has been more satisfactory, and school life has been made both attractive and enjoyable to scholars and teachers.

I should like to bear testimony to the value of the work done in the Perth Infants' School by the Head Mistress, Miss Alder. It is a pleasure to visit this school, and any one interested in the education of infants would receive a welcome from the teachers and would be amply repaid by a visit. Miss Alder has ungrudgingly given her valuable services to assist me in improving the methods used in our Infants' Schools, and to her influence and efforts much of the progress made is undoubtedly due.

In the two meetings I have had with the Infant teachers of the Metropolitan and Sub-Metropolitan Districts during the year, the teachers have displayed an earnestness and a willingness to learn, which cannot but be productive of good.

*Higher Subjects.*

Much more attention has been given to the higher classes of our Senior Schools during recent years, and the results have been shown in two ways—by the increase in the number of scholars taking the higher subjects, and the gratifying success shown by many schools in the Examinations held in connection with the Adelaide University—the Primary and Junior.

The teaching of Algebra, Geometry, and Mensuration is now made compulsory by regulation in schools of Classes I. and II., and in other "Specific" Subjects advance is shown.

The number of scholars to whom these subjects are now taught is as follows:—

	1906.	1905.
French .. ..	233	283
Chemistry .. ..	223	133
Physiology .. ..	202	115
Shorthand .. ..	104	98
Latin .. ..	241	86
Mechanics .. ..	44	0
Botany .. ..	40	0

#### *Adelaide University Primary Examination.*

In the Primary Examination, 26 schools sent up candidates, compared with 20 in 1905, and 165 were successful; an increase of 63. The centres of population—the Metropolis and Kalgoorlie—supplied most of the successful candidates, but a considerable number came from the smaller schools, and it must be remembered that very often the success of even one candidate from a small school means a far greater victory than larger numbers from the more favourably situated schools.

The schools successful in passing candidates were as under:—

Perth Boys' .. ..	32
Perth Girls' .. ..	24
Claremont .. ..	5
Highgate .. ..	2
Subiaco .. ..	6
Cottesloe .. ..	5
East Perth .. ..	3
Fremantle Boys' .. ..	4
Beaconsfield .. ..	10
Midland Junction .. ..	7
Fremantle North .. ..	2
Leederville West .. ..	2
Perth, Thomas Street .. ..	6
Kalgoorlie .. ..	27
Swan West .. ..	1
White Gum Valley .. ..	1
Collie .. ..	2
Geraldton .. ..	6
Norseman .. ..	1
Mount Morgans .. ..	3
York .. ..	1
Guildford .. ..	3
Fremantle Girls' .. ..	4
Newcastle Street Girls' .. ..	3
Boulder .. ..	3
Trafalgar .. ..	2

#### *Adelaide University Junior Examination.*

The successes in the "Junior" Examination were equally satisfactory, though naturally limited to fewer schools. Last year 36 passed in five or more subjects, in 1906 47 were successful. Five of our scholars gained General Honours, viz:—

4th: George Marshall, Claremont.
22nd: George S. Compton, Perth Boys'.
29th: F. Murray, Perth Boys'.
39th: Hugh J. Cook, Perth Boys'.
42nd: James M. Aitken, Kalgoorlie.

Taking the subjects rather than the position on the General List, Honours were gained as follows:—

Arithmetic .. ..	17
Geography .. ..	2
Geometry .. ..	2
Algebra .. ..	8
Chemistry .. ..	2
Latin .. ..	2
English Literature .. ..	5

The candidates who passed in five or more subjects, and are therefore entitled to receive the

Adelaide Junior Certificate came from the following schools:—

Perth Boys' .. ..	19
Perth Girls' .. ..	9
Claremont .. ..	8
Kalgoorlie .. ..	6
Geraldton .. ..	2
Gingin .. ..	1
Fremantle Boys .. ..	1
Mount Morgans .. ..	1

Claremont school was successful in gaining one of the Junior Exhibitions offered by our State—George S. Marshall being the successful one.

One boy—Rolfe W. Pike—from the James Street School succeeded in passing in nine subjects in the Adelaide Senior Examination. He was placed 30th out of 43 on the General Honours' List.

#### *Central Schools for Upper Standards in Centres of Population.*

There is one feature in our present system which appears to me to be defective, and which might be easily remedied. In most of our schools there are children in the Upper Standards (VI. to Ex. VII), generally few in number, and often taught in conjunction with Standard V. by one teacher, who of necessity cannot give that undivided attention to any one standard which is highly desirable if children are to leave our schools adequately prepared for life's work. In isolated schools, such a condition of things is unavoidable, unless the State will offer a sufficient number of scholarships of sufficient value to enable these children to attend a large school in a populous neighbourhood, such as the James Street Schools, Fremantle Central Schools, Kalgoorlie Central Schools, etc. This might be done in justice to the promising youths in the country districts. But in towns and wherever several schools are within walking distance, or train and tram service are available, I would strongly urge that one school be set apart specially, if not solely, for the tuition of these Upper Standards. The children of each of the Standards VI., VII., and Ex. VII. would then be gathered together in sufficient numbers to engage the whole attention of a single teacher specially selected and qualified for the work. At present in the Perth District, not including the James Street Schools, we have 69 children in Standards VII. and Ex. VII. scattered throughout the schools, in numbers varying from one to eleven, who of necessity are receiving a portion only of the attention of a teacher. Similarly with Standard VI.—there are 180 scholars in 10 schools. Now if these 249 children were brought together into one school they would form about six full classes, each taught by a specially qualified assistant who would be able to give all his time and energies to the one class. The scholars would thus receive the whole attention of the teacher, and not a fraction as at present.

There would doubtless be some reluctance on the part of the individual teachers to part with these older children, but when they recognised that the best interests of the boys and girls would be served by this proposed arrangement, all objections would, I think, be removed. Many of the teachers have expressed to me their regret that they could not give these older children the attention and the time they deserved.

This course is being pursued elsewhere. In the Old Country, in London, Bolton, etc., I found Higher

Grade Schools and Higher Elementary Schools established to which the children of the higher classes are drafted, in some cases only the more promising, as sufficient accommodation is not always provided for all the scholars in the Upper Standards.

In Switzerland the same practice is adopted. Two years before the completion of the curriculum of the Primary School, all children whose parents wish them to have some higher education, are drafted to what are called the *Secundarschule*, where they remain until the age of 15 years.

In Chicago, I found that the same course was introduced. A school had been built as far as possible equi-distant from several other schools, and into this all the children who had passed through the first six grades (there are eight grades in the Chicago Primary Schools) were gathered. The expectation there was that the change would lead to more efficient teaching, and that it would not involve increased expenditure, as the school spaces left free by the removal of these upper classes would be utilised by the younger children, and thus additions to school buildings would be saved. Previously, the same work had been done in several schools with small classes; after the change, there would be large classes, each under the sole care of a teacher.

It would doubtless be necessary to give some monetary assistance in the shape of train or tram fares to scholars living at a distance, but compared with the immense advantage resulting from the change, the cost would be infinitesimal.

#### *Medical Inspection of Schools.*

The year 1906 witnessed the introduction of a new feature into our West Australian Educational System. The scholars in five of our largest schools—James Street, Perth, Fremantle Central, Kalgoorlie Central, Bunbury, and Albany—were subjected to medical inspection by a Government Medical Officer. His general report has been published in the public Press, and, what is of more value, the individual reports in all cases wherever physical defects were discovered, have, I believe, been forwarded to the parents or guardians concerned.

This was a step in the right direction, but to be of real value, such medical inspection ought not to be occasional, but should be held at regular intervals. The time has arrived when a medical man, whose whole time would be given to the inspection of schools and scholars, should be attached to the staff of the Department. One of the clauses in the Education Bill recently discussed in the two Houses of Parliament in Westminster read as follows:—

The powers and duties of a Local Education Authority shall include the duty to provide for the Medical Inspection of children before or at the time of their admission to a public elementary school and on such other occasions as the Board of Education direct, and the power to make such arrangements as may be sanctioned by the Board of Education for attending to the health and physical condition of the children educated in public elementary schools.

Though owing to the failure of the Bill to obtain the assent of the House of Lords it had to be withdrawn, the unanimity of opinion by all parties in both Houses makes it certain that such a clause will be an integral part of any future legislature.

The following extract from a recent article will be opportune:—

The work of the school is to educate the children mentally, morally, and physically: *mens sana in corpore*

*sano* applies to school life. The medical inspection of scholars is an obvious duty which the State owes to itself; it must justify the enormous expenditure on education, on the one hand, by showing that every reasonable effort is being made to ensure that the children are in a proper condition to receive instruction; and further, that the conditions under which the instruction is given are such as to help the child, not only in the assimilation of his lessons, but in a healthy development towards the attainments of a healthy and physically fine nation. It is clearly the duty of the State to secure all round development if the Empire is to hold its own.

Medical inspection can be of great service or of little value according to the way in which it is conducted, and the use made by the reports resulting from such inspection. It will materially add to the cost of Education, hence the reason why it should be especially effective. Inspection by a scholastic medical expert ought to lead to the detection in the early stages, when remedial efforts are most effective, of such defects as weak sight, whether congenital or contracted through bad habits, or due to unwholesome conditions of life; imperfect hearing and deafness; imperfect or unhealthy dentition; spinal weakness such as results in curvature; imperfections of speech due to faulty or imperfectly developed organs, nervousness, or other causes; and the very common but unfortunate fault of imperfect breathing. Individual defects could be thus pointed out, their importance emphasised, as would be the case when a specialist, rather than an ordinary member of the school staff, drew attention to them, and the general advice tendered would most probably induce the parent to place the child under proper treatment so that as far as possible the defect could be cured and the faults eradicated.

Closely connected with this subject of Medical Inspection, is the proper scientific treatment of defective children. Unfortunately, from a variety of causes, there are children who, owing to some serious mental defect, are unable to benefit by the ordinary methods used in Elementary Schools. These at present cannot receive special treatment, and they not only fail to make progress, but are a source of disturbance to the class, and of harassment to the teacher. Mentally defective children should be gathered together into one class, and placed under the care and tuition of a teacher specially qualified to deal with them. The object of such a teacher would be to develop the mental power of the children and to fit them, as far as possible, to become useful members of society.

The Medical Officer appointed would examine all cases of children who were considered by the teachers to have some mental defect, and on the decision of the medical man would depend the removal of the children to the special school or class.

On my recent visit to Europe, I inspected several schools for these defective children. The schools were situated in as central a position as possible, the classes were small, and the teachers were given a free hand in dealing with the children, their aim being to develop whatever latent powers they might discover.

The experiment of a class in Perth might well be tried. The cost would be small, but the benefit to the children concerned would be great.

#### *Teachers.*

The teachers working in my district are as under:—

Head Teachers .. ..	15
Assistants (Male) .. ..	23
Assistants (Female) .. ..	58
Monitors (Male) .. ..	9
Monitors (Female) .. ..	26
Total .. ..	131
Total in 1905 .. ..	121

*Classification.*

"A" Certificate .. ..	14
"B" Certificate .. ..	38
"C" Certificate .. ..	38
Unclassified .. ..	6
	<hr/>
	96
	<hr/>

*Manual Training and Household Management Classes.*

Manual Training Classes.—There has been no addition to the number of classes in Manual Training during the past year. Twenty-five Centres and classes are in operation, but the number of boys receiving instruction has increased materially, from 2,463 in 1905, to 2,847 in 1906. The classes have been inspected by Mr. Hart, the Organiser and Inspector of this branch of work, and, personally, I have visited and inspected nine. The classes continue to be very popular with the boys, and the results of the teaching have been successful. The number of pupils taught in each class has been increased at the larger centres—Perth, Kalgoorlie, and Fremantle—and considering that so many receive instruction, the cost per head is remarkably small, and compares very favourably with the cost elsewhere.

The following table gives the classes in operation, and the number taught at each centre :—

Albany .. ..	71
Armadale .. ..	11
Boulder .. ..	218
Bunbury .. ..	62
Claremont .. ..	125
Coolgardie .. ..	103
Day Dawn .. ..	15
Donnybrook .. ..	15
Drakesbrook .. ..	8
Fremantle .. ..	427
Geraldton .. ..	68
Gingin .. ..	13
Katanning .. ..	25
Kalgoorlie .. ..	256
Leederville .. ..	312
Midland Junction .. ..	225
Mornington Mill .. ..	16
Narrogin .. ..	44
Newcastle .. ..	20
Northam .. ..	64
Perth No. 1 .. ..	356
Perth No. 2 .. ..	346
Picton .. ..	11
Pinjarra .. ..	22
Wagin .. ..	14

Household Management Centres.—No new Centres have been opened, but in Perth new buildings have been erected for Cookery and Laundry, and the old building has been fitted up for classes in Housewifery. The latter classes will be in full operation during 1907. New buildings have also been erected at Boulder for Cookery and Laundry Classes.

There appears to be an unaccountable objection on the part of some parents to their children receiving instruction in Laundry Work. We are now and again met with the excuse that "this can be taught at home," or "I do not wish my daughter to learn washing." It is to be regretted that so valuable an adjunct as scientific instruction in so useful a subject by competent and well trained instructors should be despised. Doubtless the objections are made owing to misapprehension and misunderstanding, which a visit to one of these Laundry Centres, admirably fitted up as they are, would at once remove.

The number of Centres, and the number in attendance are as under :—

*Cookery.*

Albany .. ..	35
Boulder .. ..	55
Claremont .. ..	200
Fremantle .. ..	286
Kalgoorlie .. ..	130
Leederville .. ..	133
Perth .. ..	412
	<hr/>
	1,251
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*Laundry.*

Albany .. ..	33
Boulder .. ..	165
Fremantle .. ..	232
Leederville .. ..	156
Perth .. ..	394
	<hr/>
	980
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*Industrial Schools and Orphanages.*

The 12 Industrial Schools and Orphanages have been visited and examined. The children have been tested individually in Reading, Writing, Spelling, and Arithmetic, and collectively in English, Geography, Object Lessons, Singing, and Drill. There are some of these schools in which the education given, so far as it goes, is most efficient, and the teachers are most enthusiastic and capable. In other instances the constant changes in the school staffs prevent any real progress, especially when the teachers who have become acquainted with our curriculum and methods are replaced by others who have had little experience. Until some permanence in the staffs can be secured, little progress can be expected.

On the results of the examination, the schools received the following marks :—

Excellent .. ..	1
Good .. ..	2
Very Fair .. ..	4
Fair .. ..	2
Weak .. ..	1
Bad .. ..	1

The schools, the enrolment, and the numbers examined, are given below :—

School.	No. on roll.	No. examined.
Subiaco Industrial .. ..	43	38
Subiaco R.C. Orphanage (Girls) .. ..	98	95
Glendalough Industrial .. ..	58	55
Clontarf Orphanage .. ..	101	96
Perth Anglican Orphanage (Girls') .. ..	63	62
Swan Native and Half-caste Mission (Girls') .. ..	27	21
Swan Boys' Orphanage .. ..	75	73
Collie Salvation Army Industrial—		
Boys' No. 1 School .. ..	36	30
Boys' No. 2 School .. ..	41	36
Girls' .. ..	40	32
Redhill Industrial .. ..	15	15
Totals .. ..	597 (562 in 1905)	553 (491)

*Evening Schools.*

At the end of 1905, eight Evening Schools were in operation. During 1906, new schools were opened at Geraldton in January, Maylands in May, and Moora in June. The last-named school was working

for four months only. The Evening Schools open at the close of 1906, were :—

Perth .. .. .	128 pupils.
Kalgoorlie .. .. .	40 "
Maylands .. .. .	26 "
Bunbury .. .. .	19 "
Northam .. .. .	9 "
Geraldton .. .. .	8 "
Ravensthorpe .. .. .	9 "
Fremantle (Manual Training) ..	24 "
Midland Junction (Manual Training)	8 "

Besides these, classes in Elementary Subjects are attached to several of the Technical Schools.

The Perth classes were examined on the 29th and 30th November. The figures below show the work of the classes during the year, and the general results of the examination :—

	1905.	1906.
Number of individual students in last quarter .. .. .	116	138
Number on register of various classes ..	456	470
Number of individual students during year .. .. .	272	372
Number of papers worked at examination .. .. .	329	268
Passed with credit .. .. .	84	71
Passed .. .. .	109	80

#### Examination of Teachers.

Entrance Examination.—The applicants for employment who do not produce satisfactory educational credentials are required to pass an examination in the Elementary Subjects of school instruction.

During the year 11 examinations have been held, in which 49 applicants took part. Of these, only 15 passed.

#### Teachers' Certificate Examinations.

At these examinations, held in August, 77 teachers took part, distributed as under :—

Centres.	"C"		"B."	"A."	Totals.
	Monitors.	Teachers.			
Perth ... ..	4	31	16	7	58
Kalgoorlie ...	1	7	2	4	14
Albany ... ..	...	2	1	1	4
Bridgetown ...	...	1	...	...	1
	5	41	19	12	77
1906 ... ..	46				
	12	35	19	18	84
1905 ... ..	47				

Included in the above figures are several teachers who had to pass in one or two subjects to complete their certificates (six in "C," two in "B," two in "A").

Thirty-eight students from the Claremont Training College sat for the Departmental Examination in Arithmetic, English, Music, and Drill.

Certificates were gained as under :—

"C" Certificate .. .. .	10
"B" Certificate .. .. .	4
"A" Certificate .. .. .	5

#### Monitors' Examinations.

These examinations were held in December, from the 5th to the 8th inclusive. Eleven Centres were appointed, as under :—

Centres.	Number examined.		Total.
	Junior—Applicants.	Senior.	
Perth ... ..	96	45	141
Kalgoorlie ...	30	8	38
Bunbury ... ..	7	2	9
York ... ..	8	1	9
Cue ... ..	4	1	5
Geraldton ...	4	1	5
Norseman ...	2	2	4
Albany ... ..	2	1	3
Mount Morgans	2	...	2
Leonora ... ..	...	1	1
Wagin ... ..	1	...	1
Totals ... ..	156	62	218
1905 ... ..	165	69	234

Of these, the following were successful :—

Juniors .. .. .	59
Seniors .. .. .	19
Total .. .. .	78

The Monitors placed at the head of the various classes are given below :—

Juniors taking the whole examination—

- 1st: Edward S. Healey, Cue, 78 per cent.  
2nd: Bertha Higgs, Boulder, 76 per cent.

Juniors who were excused in subjects in which they had passed the Adelaide Primary—

- 1st: Elma Stapley, Guildford, 86 per cent.  
2nd: John McLeod, Mt. Morgans, 84 per cent.  
" Maurice O'Donohue, Mt. Morgans, 84 per cent.

Seniors—

- 1st: Victor Box, North Perth, 74 per cent.  
2nd: Edwin Edmondson, Fremantle Manual Training, 72 per cent.  
3rd: Frank Pollard, Subiaco, 71 per cent.

#### Secondary School Scholarships.

The examinations for these valuable Scholarships were held on 25th and 26th October. The increase in the number of schools sending up candidates, and also in the number of candidates—the former from 21 schools to 23, and the latter from 61 candidates to 84—is very satisfactory.

I give a list of the schools from which the 84 candidates came :—

Albany	Midland Junction
Boulder	Newcastle
Bullsbrook	Newcastle Street Boys'
Beaconsfield	Perth Girls'
Cannington	Perth East
Claremont	Subiaco
Coolgardie	Swan, Middle
Fremantle Boys'	Thomas Street
Geraldton	Wagin
Kalgoorlie	White Gum Valley
Kunanalling	St. Patrick's, Perth
Leederville West	

Fifteen of the competitors obtained 66 per cent. or more of the possible marks, and Scholarships were awarded to the eight who headed the list, viz. :—

Alan R. Bean, Kalgoorlie School, 80 per cent.  
Kathleen Burnett, Perth Girls' School, 73 per cent.  
Thomas B. Conway, Albany School, 72 per cent.  
Matthew Scouler, Coolgardie School, 71 per cent.  
Ernest Thompson, Beaconsfield School, 71 per cent.  
Ernest Mellows, Subiaco School, 70 per cent.  
Harry Lucraft, Beaconsfield School, 69 per cent.  
Hilda M. England, Boulder School, 69 per cent.

The seven candidates who also gained 66 per cent. of the marks were :—

Wilfred Goode, Midland Junction School.  
Daphne A. Hill, Perth Girls' School.  
Gladys M. Johns, Kalgoorlie School.  
Albert J. DeBaun, Boulder School.  
Mina Woods, Subiaco School.  
Andrew McHarrie, East Perth School.  
Ernest Congdon, Subiaco School.

#### Bursaries.

Two examinations were held in connection with these Bursaries—one in March and one in September. At the latter the candidates were examined at four Centres, and in March at two.

The numbers examined were as under :—

March Examination	..	59 candidates
September Examinations	..	72 candidates
Total	..	131 candidates

In 1905, the number was 88, an increase of 48 for 1906.

The schools sending candidates were as follows :—

Perth Boys'	..	33	Beaconsfield	..	2
Claremont	..	24	Guildford	..	1
Subiaco	..	9	Leederville West	..	1
Highgate	..	8	Newcastle	..	3
Perth Girls'	..	11	Albany	..	3
Fremantle Boys'	..	5	Boulder	..	9
Midland Junction	..	5	Kalgoorlie	..	7
Middle Swan	..	2	Geraldton	..	3
Claremont North	..	1	Tipperary	..	1
East Perth	..	3			

As the result of the March examination—the last under the old Regulations—20 Bursaries of the value of £10 each were awarded.

The successful candidates are given below :—

Costelow, Charles A. P., Perth Boys', 79 per cent.  
Bates, Ellen, Midland Junction, 77 per cent.  
Martin, Allan, Perth Boys', 76 per cent.

Barnes, Kathleen, Guildford, 75 per cent.  
Bennett, Gordon L., Perth Boys', 75 per cent.  
Glaskin, Septimus, Perth Boys', 73 per cent.  
Muirson, Olive, Subiaco, 71 per cent.  
McGregor, Cleveland, Perth Boys', 70 per cent.  
Edwards, Reginald, Claremont, 70 per cent.  
Sinclair, John H., Perth Boys', 70 per cent.  
Gee, Alfred E., West Leederville, 69 per cent.  
Senior, Frank H., Perth Boys', 69 per cent.  
Baines, David, Subiaco, 69 per cent.  
Tobias, Ernest D., Claremont, 68 per cent.  
Taylor, Sydney A., Perth Boys', 67 per cent.  
Hoare, Harold L. J., Perth Boys', 67 per cent.  
Potts, Mona J., Midland Junction, 66 per cent.  
Winslade, Fredk. C., Perth Boys', 66 per cent.  
Cook, William E., Perth Boys', 66 per cent.  
Wright, Amy R., Claremont, 66 per cent.

The September examination was held under the new rules. The main alterations are :—

- (1.) One examination—in September—will be held instead of two—March and September—as formerly.
- (2.) The candidates are required to pass the 6th Standard in the previous December; previously the 7th was necessary.
- (3.) A limited number of Bursaries are to be reserved at the discretion of the Minister for successful candidates coming from small schools.

The following obtained more than 66 per cent. of the possible marks, and were awarded Bursaries :—

Pike, Eric M., Perth Boys', 87 per cent.  
Turpin, Doris I., Perth Girls', 77 per cent.  
Leevers, Jack C., Kalgoorlie, 76 per cent.  
King, Ruby, Perth Girls', 76 per cent.  
Peakes, George, Perth Boys', 75 per cent.  
Bean, Alan R., Kalgoorlie, 74 per cent.  
Moorhouse, Ernest W., Tipperary (Small School), 74 per cent.  
Leslie, William, Perth Boys', 73 per cent.  
Wolff, Joseph, Geraldton, 73 per cent.  
Peploe, Gladys, Highgate, 71 per cent.  
Maddeford, Frederick H., Kalgoorlie, 71 per cent.  
Sedgewick, Chas. W., Kalgoorlie, 69 per cent.  
Eyles, Emily E., Perth Girls', 69 per cent.  
Craig, Mona N., Kalgoorlie, 68 per cent.  
Selden, Hector A., Claremont, 68 per cent.  
Barnett, Hazel, Geraldton, 68 per cent.  
Lappin, Mary E., Perth Girls', 67 per cent.  
Davidson, May, Newcastle (Country School), 67 per cent.  
Rafelt, Annie, Claremont, 67 per cent.  
Hutcherson, Hazel, Claremont, 67 per cent.

JAS. P. WALTON.

April 30th, 1907.

## Report of Mr. J. H. McCollum, Inspector of Schools, 1906.

### SUB-METROPOLITAN DISTRICT.

I have the honour to submit my report for 1906, on the schools in the Sub-Metropolitan District.

At the end of the year there were 54 schools in operation, classified as follows :—

Class	I.	...	...	2	54 schools, with a total average attendance of 5,623 pupils.
"	II.	...	...	2	
"	III.	...	...	6	
"	IV.	...	...	7	
"	V.	...	...	9	
"	VI.	...	...	13	
Provisional	...	...	...	13	
Half-time	...	...	...	2	

New schools were opened at Rosalie, West Guildford, Hawthorn, East Jandakot, and Keysbrook.

#### *Buildings.*

New buildings were erected at Rosalie, West Guildford, East Jandakot, Buckland Hill and Gosnell's, and at Arnadale, for Manual Training.

Additions were made to the existing buildings at Subiaco, Senior and Infant Schools' Victoria Park, Jolimont, Bayswater, Cannington, and White Gum Valley.

A much needed improvement has been effected in the ventilation of the schools and class-rooms erected during the past year. Under the new arrangement the temperature of the rooms may be reduced from five to 10 degrees during the warm weather. Provision has been made by means of cross-ventilation for the free circulation of the air immediately above the heads of the children as they sit in the desks, without exposing them, after returning from the playground heated by exercise, to the danger of sitting in a draught between the windows and door. Another advantage is, that sixty children may now be placed in an ordinary class-room under better conditions than 50 under the old arrangement.

The school at Rockingham, closed for some time, was re-opened early in the year. Owing to my absence on "long service leave" during the first three months of the year, it was not possible for me to visit each school twice, but all schools received at least one inspection visit, 31 were visited a second time, and a third visit was made to six schools. During the second visit half a day was usually spent in testing the work of each class-teacher. From this it may be seen that in the case of a large school the second visit occupied four or five days.

In the best interests of the children, and consequently of the State, it is a matter for regret that the larger number of schools under the general supervision of each District Inspector does not now permit of two inspection visits annually. Where the teachers and children have been working earnestly they look forward with interest to this second visit, at which the progress of the school is tested, and feel disappointed, if not disheartened, when the visit is omitted. In the

case of indifferently managed schools, and where there are lazy teachers, the necessity for a second visit is obvious.

In addition to the ordinary work of inspection, 15 private schools were visited, and two weeks were occupied in conducting the examination of teachers and monitors.

#### *Grounds.*

During the past year more interest has been taken by teachers and pupils in the improvement of the school grounds. Unfortunately, the larger schools in Fremantle have very small areas of land attached, and the nature of the soil in the small spaces at disposal renders successful gardening operations very difficult. The growth of ornamental and shade trees, and pot plants, should receive special attention under existing conditions. In a few schools something has been done in the direction indicated, but in too many instances very little has been attempted. The suburban and country schools are much better situated in the matter of suitable ground, and we must look to these for the best practical illustration of what may be done in the way of gardening and experimental plots for the senior children. The value of experimental plots conducted on practical and scientific lines can scarcely be over-estimated at our present stage of development. Viewing them as a means of industrial education they may form the basis of an agricultural education on scientific principles, thus paving the way to higher instruction in the same branch, and if, as necessarily must be the case in the majority of instances, the boys have not an opportunity after leaving school of attending an Agricultural College, the instruction given in the primary school will make their work on the farm more interesting and more intelligent, and in many cases awaken a desire for further experiments of their own with a better chance of success.

The school garden also affords a good opportunity for the observation and study of plant life.

It is regrettable that not one school in the district may be instanced as a model of what might be done in this direction.

#### *Organisation.*

Although much has been written on this subject during past years, individual teachers still seem to have the same old difficulties, which are more accentuated in the smaller schools, where the problem is : "How can I best manage to teach two or three different classes as many different subjects at the same time" ? If teachers would only remember that children learn more by *doing* than by looking at someone else working, or by hearing how something should be done, a great many of the difficulties of drawing up a good Time Table would disappear. Of course the question here arises how to keep a section of the



children usefully employed while the teacher gives oral instruction to another section in the room. That is largely a matter of training, and cannot be accomplished in a few weeks in a school where the children have acquired a habit of idling while the teacher is struggling with another class. The habit of trifling is easily acquired, and difficult to overcome. In addition to its bad effect on the immediate school-work of the pupils, there is a much graver aspect. How will the habit, once formed, affect the individual child when he comes to take his part in the battle of life? This introduces the question of character building, which should be a subject of vital importance in our schools.

A few teachers who have a natural aptitude for their work, appear to have no difficulty in keeping all the children fully employed.

The alterations in the Syllabus at the beginning of the year caused fresh difficulties in planning the work. To some long accustomed to working in a groove the new difficulties in the way of effective organisation appeared insuperable, but as the year advanced the "mountains" gradually became "molehills," and less difficulty was found in drawing up Time Tables and Programmes. The majority of the teachers have made laudable efforts to draw up good schemes of work, but, unfortunately, we have a residue who do not realise that it is their duty to make an honest effort to plan their work to the best advantage, and to carry the plan into actual practice.

The method of conducting and recording the quarterly examinations, the system of class monitors, registration, grouping, and quarterly programmes, all show improvement in the bulk of the schools in the district.

One of the most hopeful signs of advance is the more general evidence in the teaching towards a closer correlation of allied subjects of instruction.

#### *Discipline and Tone.*

The discipline and tone of a school are allied to its organisation. When these are good, the organisation is less difficult, and where the organisation is bad the discipline and tone must be prejudicially affected. The general character and bearing of the teacher—his earnestness, his high sense of duty, and his moral courage; or his carelessness, his laziness, his evasion of duty, and his moral cowardice, are a great force in forming the character of his pupils for strength or weakness—for good or evil. The effect may not be immediately apparent; the children may have no desire to imitate him; they may even hold his weakness up to ridicule; yet unconsciously they copy his virtues or his defects in their work. If a teacher is careless in his own work he cannot reasonably expect to secure a good working tone in his school or class.

A hard-working, conscientious teacher may, of course, fail to secure good work from his pupils. Simply because he practically does all the work himself, the energetic children resent being reduced to mere spectators and become restive, while the more indolent become more confirmed in their indolence. When the inspector takes the class and the teacher becomes an onlooker, he is appalled to find that the children do not know the things he *taught* and *showed* them, oblivious of the fact that he has given them very little opportunity of working without constant aid from himself. In fact, he has gone from the

old extreme of making the children do nearly everything for themselves, to the more doubtful extreme of doing everything for them.

The discipline continues good in nearly all schools. There are, of course, a few exceptions, but as a rule the children are orderly and obedient. This is the more pleasing in view of the fact that cases of undue harshness on the part of teachers are becoming very rare indeed.

#### *Classification.*

The schools were classified on the results of the inspection visits as follows:—

##### *Good.*

Subiaco Senior.	North Fremantle.
Subiaco Infants'	Hamilton Hill.
Princess May Girls'	Bicton.
Princess May Infants'	Keysbrook.

Nine schools were classified as very fair, twenty-three as fair, nine weak, and one as bad. The classification was deferred in the case of four schools opened late in the year.

#### *General.*

The revised syllabuses in English and Arithmetic have proved steps forward in the right direction. In the earlier part of the year there was considerable doubt amongst some of the teachers with regard to the amount of work required in English. The Syllabus in this subject was regarded by a few as too indefinite, it was not protected by a strong fence beyond which it would have been dangerous to venture, and inside which the children were expected to know the most minute and trivial details. However, towards the end of the year the doubters were convinced of the educative value of the wider treatment of the subject.

The revised syllabus in arithmetic, although apparently only a slight departure from the old, has demonstrated beyond a doubt, except to those who will not be convinced, the weaknesses in the methods of treating the subject during recent years, or rather, the error with regard to the particular stage of the child's mental development, when written (really abstract) problems should be attempted. The general work in the senior divisions of the large schools advanced rapidly during the past year. This is borne out by the fact that a greater percentage of children (compared with the number on roll) passed the Adelaide Primary and other examinations, than during any former year. This success may be partly credited to a departure made two years ago in the method of examination. It was then decided to give written tests in a wider range of subjects. Formerly, *viva voce* examinations were held in nearly all subjects, except arithmetic. This method of examination, although easier and quicker for the examiner, is apt to be misleading. Half answers are credited, and smart guessing may secure a mark.

"The show of hands" in answer to an oral question may occasionally mislead even a practised examiner. In a written examination each child must be fairly exact, and the weaker children cannot be carried through by the stronger ones.

The work of the junior division has not kept pace with the advance in the senior classes. Various causes contribute to this. Foremost of these may be mentioned the limited numbers of really able teachers of the lower standards, notably of Standard I. Any

institution which can successfully train numbers of this class of teacher will render a great service to the cause of primary education in this State. Further, the unreasonable time formerly devoted to teaching arithmetical problems in the junior classes left very little to spare for other subjects which would assist in developing the general intelligence, and which very young children could learn with greater ease, and, in many instances, with pleasure. In consequence of this fetish—arithmetic—a comparatively small proportion of the school time was grudgingly given to Reading, Kindergarten, and Nature Study, which are of far greater importance at this stage of the child's life.

The principles underlying Kindergarten are becoming more generally understood, and the application of these principles to all the subjects taken in the junior classes will render the work of this section of the school more interesting and less exhausting to teachers and children alike.

Special efforts have been made during the past year to remedy the defects noted in the method of teaching, and much better results may be confidently expected in junior schools and classes during the ensuing year.

#### *Reading.*

Intelligent and expressive reading is becoming more common. The scope of the lesson and the grammatical analysis which enables the children to distinguish the logical parts of a sentence are sometimes taken before the lesson is read by the children. The conversation preliminary to the reading lesson in the junior classes contributes to intelligent reading, and forms a bond of connection between their spoken language and the language of their books.

The importance of good reading deserves a large share of the teacher's attention. It is one of the chief means by which the pupils are to instruct themselves, when in the course of time they take their places as citizens of the State. The child who can use this instrument, and has been taught to use it intelligently at school, will not fall away from its use when he passes into the world: he will, by it, keep himself in touch with the progress of the age.

Steps are being taken in all the leading schools to introduce Supplementary Readers. Some of the works of the best writers may now be obtained for a very small sum, in editions suitable to children of various ages. It is now possible for a few pence, to put in the hands of the children books that not only interest and amuse, but also instruct: to familiarise the little ones at an impressionable age with thoughts and sentiments that "make for character."

"The taste for reading, very strongly developed in some, scarcely exists in others. In short, there are no two children alike. It is indispensably necessary to be able to recognise these differences, sometimes slight, sometimes well marked, in order to strengthen the favourable aptitudes, and make them serve your end, or repress and restrain them, if, by their natural exaggeration they threaten the general harmony of mental development."

#### *Spelling.*

Spelling progresses side-by-side with reading. In schools where good reading is the rule, good spelling is also the rule. The lessons in spelling commence in Standard I. The majority of the teachers now

combine these lessons with the reading lessons in all the lower standards. Word-building receives more attention in all classes. There is, however, a small section of teachers who are either too indolent or too careless to read and study a few modern works on method, and thus fit themselves for teaching, with more intelligence, and less waste of time, not only reading and spelling, but also the other subjects taught in a primary school.

#### *Language and Composition.*

More preliminary training in composition is now given in the lower standards, and much better work is secured in all classes. The Revised Syllabus in English provides for the earlier introduction of written composition. In infant schools and classes the practice of answering questions in short sentences receives scant attention in some instances, and is over cultivated in others. When cultivated to excess it imparts a stiffness and formality to lessons which should be a delight if the freedom and spontaneity of the children were not rigidly restrained. Slovenly answering of questions should, of course, receive prompt correction at all times and at all stages.

The dictation and transcription exercises in Standards I. and II. afford an opportunity of calling attention to the various uses of the capital letter, the comma in its simpler uses, and the full stop; and in Standard III. these exercises are still further extended by the written re-construction of short stories which have been read out by the teacher, or which the pupils have read for themselves. The use of simple connecting words is introduced at this stage, and simple analysis is taught alongside composition. The next important step is reached in Standard IV., where the interlinking of sentences by means of conjunctions is brought prominently into view, and punctuation in full is taught. The results of the previous work are gathered up in Standard V., in which large use is made of the reading and other lessons for composition purposes. This is followed by blackboard exercises or the work done by the pupils—the incorrect use of words, and grammatical errors being subjected to the criticism of the pupils themselves. The leading aim of the teacher in Standard V. is to obtain a readable reproduction of a story or a lesson. The teacher in Standard VI. begins where the teacher in Standard V. left off, with simple reproduction, and some time is occupied in furnishing the pupils with materials for the construction of a short essay, and the proper arrangement of the sentences composing it. An attempt is made to get part of this aid from the pupils themselves, and the amount of assistance rendered by the teacher is gradually lessened. The syllabus for Standard VII. includes the careful revision of the earlier exercises, and special lessons on the structure of the paragraph.

The ideas of a number of the teachers with regard to the aims of the new syllabus in literature were rather vague. In some instances an attempt was made to introduce a more or less elaborate scheme of literature, of which the obvious material to hand in the reading books in use, did not form a part. In fact, these books, in which there are extracts from some of the best writers, were read in the most cursory manner. Towards the close of the year, there was generally a better knowledge of the scope of the work outlined.

### *Writing.*

The Civil Service style of writing, in one or other of its forms, is taking the place of the upright, and it must be acknowledged that the change is attended with beneficial results. The writing is now more rapid, more graceful, and more legible, than during past years. The ungainly scrawl formerly met with in the dictation exercises is becoming more rare. In the majority of schools the children can write at a moderate rate of speed, while retaining the distinctive neatness and legibility of the system.

One school, Princess May Girls', Fremantle, deserves special mention for its success in this subject.

### *Arithmetic.*

The Revised Syllabus in Arithmetic was introduced at the beginning of the year. Many found considerable difficulty in revising their methods of teaching, and still maintained the hopeless struggle of attempting to teach very young children abstract problems in written arithmetic. Others, again, reverted to the very old method of writing large numbers on the blackboard for the children to add, subtract, multiply, or divide, as the case might be, and neglected the oral work and demonstration by concrete examples.

Doubtless, in another year or two at most, a compromise will be effected between these two extremes, and a rational system of teaching adopted in all schools. It is still necessary to remind teachers that mental arithmetic is not a separate subject to be acquired by practising examples in text-books, but is the preliminary to, and arises out of, all written work.

### *Drawing.*

Drawing from Nature is taught in a large number of schools, and in many instances with considerable success, but, unfortunately, it is not uncommon to see children making drawings of natural forms quite beyond their capacity, and expressing their own conception of the forms instead of representing them as actually seen from their point of view.

Object Drawing is the most unsatisfactory part of the drawing curriculum. In looking through the work, it is frequently found that a certain type of object is represented in an unsatisfactory manner, and the next copy is a totally different type of object represented in the same unsatisfactory manner. A careful selection should be made, and should be graded as regards difficulty and continuity of subject. It is also necessary that the objects selected should be sufficiently varied to provide an all-round training in this branch of the subjects.

Drawing to scale is taught in all schools. The children usually measure objects about the school or class-room before attempting to draw them. Very few teachers correlate this subject with arithmetic.

### *History.*

The curriculum in History has proved rather heavy for the majority of schools. Opinions may differ as to how much history should be included in the curriculum of a primary school, and as to the benefits to be derived from the concentric method of teaching, but if a boy is to leave school with such a knowledge of the subject as will be of practical benefit to him, he must have some acquaintance with outstanding characters and events, and certain main facts in British History.

Better work might be done in the senior classes, if, in addition to the broad treatment of the subject, a detailed study of a particular period were taken.

### *Nature Study.*

Very slow progress has been made in "Nature Study." Plant-life is the favourite theme. Good work is done on scientific lines in a few schools. The environment (locality and occupation of the people) of the children receives scant consideration in some of the schemes submitted. The lack of scientific knowledge on the part of a large number of teachers retards advance in this direction. If some scheme of instruction through evening classes in natural and applied science could be arranged, I am confident that many teachers would take advantage of the opportunity thus afforded of falling into line with the more practical workers in educational reform.

### *Teachers.*

The teachers, as a body, have discharged their duties with honesty, and a high average of ability, and have always been ready to carry out, as far as possible, any suggestions for the improvement of their schools.

The teachers of the smaller schools have very trying work, and often wonder how it is possible, with four or five different classes to teach, to cover the curriculum, and at the same time adopt the methods advocated by writers of books on *School Management*. They feel that their great need is a model small school where they may see the methods advocated, put in practice under the ordinary conditions of school life, and not merely illustrated by one or two specimen lessons.

J. H. McCOLLUM.

24th January, 1907.

*Report of Mr. R. Hope Robertson, M.A., Inspector of Schools, 1906.*

THE EASTERN GOLDFIELDS, SWAN, AND  
NORTH FREMANTLE DISTRICTS.

The following table shows the distribution of the schools, and the enrolment and average for the year:—

District.	Roll at end of 4th Quarter.	Average weekly enrolment for year.	Average attendance for year.	Number of schools open during year.
Boulder ...	1,995	2,107	1,775	8
Bulong ...	34	48	40	1
Coolgardie ...	608	640	566	5
Fremantle, North ...	524	566	467	3
Kalgoorlie ...	1,660	1,741	1,525	6
Kanowna ...	186	190	172	1
Kookynie ...	163	173	147	3 (Bata- via closed.)
Kurawa ...	125	124	106	3
Malcolm ...	230	249	218	4
Menzies ...	274	284	233	5
Norseman ...	143	150	135	2
Swan ...	354	343	278	8
Burtville ...	12	13	12	1
Laverton ...	37	34	28	1
Southern Cross ...	144	146	123	1
Yundamindera ...	...	11	9	1
Murrin Murrin ...	21	25	23	1
Greenmount ...	13	14	13	1
Pingin ...	9	9	8	1
Lancefield ...	16	17	15	1
Totals, 1906 ...	6,548	6,884	5,893	57 (1-Ba- tavia closed.)
Totals, 1905 ...	6,557	6,691	5,707	52

By comparing the statistics of 1906 with those of 1905 it will be found that the numbers have practically remained stationary. Although the enrolment at the end of the fourth quarter was slightly less than it was in 1905 yet the weekly enrolment, and the average attendance for the year have increased.

*New Schools.*

New schools were opened at Lancefield, 1st August; Leonora, 1st May; Waverley, 5th June; Greenmount, 15th October; Buckland Hill, 5th November; Pingin, 21st November.

*School Closed.*

The Batavia School was closed on the 12th April.

*Attendance.*

The average attendance for the whole district was 85.6, compared with 85.2 in 1905.

The average attendance on the Goldfields was 86.1 in 1906 and 85.5 in 1905.

In addition to my own work, I was, in the early part of the year, in charge of the Sub-Metropolitan District during the absence of Mr. Inspector McCollum, and when Mr. Inspector Gamble left for England on "long leave" I was also in charge of the South-Western District. In order to relieve the pressure of work Mr. H. W. Wheeler visited

all the outlying schools on the Eastern Goldfields, and also a large number of schools in the South-Western District.

During the latter part of the year I was engaged in helping Mr. Inspector McCollum in the inspection of the schools in the Sub-Metropolitan District, and also the Chief Inspector in the Metropolitan District.

Outside my own district I visited the following schools for the purpose of inspection:—In the Metropolitan District—Claremont, Claremont Infants', Claremont North, Claremont Practising, Highgate, Newcastle Street Boys', Newcastle Street Girls', Newcastle Street Infants', Norwood, Perth Boys', Perth Girls', Perth Intermediate, Perth East, Perth East Infants'. In the Sub-Metropolitan District—Armadale, Applecross, Balcatta, Bayswater, Beechborough, Belmont, Fremantle Boys', Fre-Girls', Fremantle Infants', Fremantle Intermediate, Fremantle North, Fremantle North Infants', Guildford, Hamilton Hill, Jolimont, Osborne Park, Plympton, Plympton Infants', Subiaco, Subiaco Infants', Victoria Park, White Gum Valley. In the South-Western District—Australind, Bunbury, Clifton Areas, Collie, Leederville, Leederville Infants', Lyall's Mill, Mandurah, Pinjarra, Perth West, Waterloo, Worsley Mill.

All schools in my district which were open throughout the year, thanks to the help given to me by Mr. Wheeler, were fully inspected, and with one exception (Canning Mills) received at least two visits during the year.

Personally I paid 124 separate visits during the year, and in all, 73 different State schools were inspected, including seven schools of Class I., six of Class II., 17 of Class III., 15 of Class IV., eight of Class V., 12 of Class VI., and 7 Provisional Schools.

There were 20 Private Schools in my district, of these 19 have been gazetted as efficient under Section 16 of the Public Education Act.

In addition to my inspection work, the work of supervising the Teachers' Examination at Albany occupied eight days, and the Monitors' Examination at Kalgoorlie four days.

The setting of the necessary papers for these examinations takes up a considerable time, while the correction of the papers takes more, and as the number of candidates continues to increase, so the time available for real inspectorial work becomes less and less.

According to the dictum of the Commissioners sent from New South Wales to Europe and America to inquire into the different systems of education, "Every Inspector should be required to become an educational expert, fairly conversant with the methods of education in other countries, and his duties should be so ordered as to allow him the time and opportunity for the necessary study,

otherwise it is impossible for him to maintain his educational efficiency."

Under the high pressure at which the Inspectors have to work in this State, it is a matter of great difficulty and self-denial for them to keep abreast of the times, to become familiar with the rapid advances which are being made in educational methods, and to keep in touch with all modern requirements.

Of the 57 schools in my district three were classified as excellent, viz.: Kalgoorlie Senior, Kalgoorlie Infants', Boulder Infants'. Two were classified as very good, viz.: Mt. Morgans and Princess Royal. Four were classified as good, viz.: Boorara, Coolgardie, Menzies, Kurawa. Fourteen were classified as very fair. Twenty-two were classified as fair. Four were classified as weak. One was classified as very weak. One was classified as bad. Six schools, viz.: Waverley, Greenmount, Batavia, Laneefield, Pingin, and Buckland Hill were not classified—of these five were new schools, and one was closed early in the year.

The results obtained at the Primary Examination of the Adelaide University deserve comment, as 20 per cent of the successful candidates from the whole State came from this district:

- 27 candidates from the Kalgoorlie School passed.
- 5 candidates from the Boulder School passed.
- 5 candidates from the Cottesloe School passed.
- 3 candidates from the Mt. Morgans School passed.
- 2 candidates from the Trafalgar School passed.
- 1 candidate from the Norseman School passed.

The Kalgoorlie School must be specially complimented on the work done during the year. The results obtained by it, both in the Public Examinations of the Adelaide University (Primary and Junior) and in the Departmental Competitive Examinations have been most praiseworthy; the fact, also that the only honours in Chemistry at the Adelaide Junior obtained by any school in the State were gained by the Kalgoorlie School is worthy of note.

This school has thus set a standard of efficiency which the other large schools on the goldfields should strive to emulate.

That the successes achieved have not been gained at the expense of the side institutions of the school, may be gathered from the fact that the school also won the Governor's Shield for Physical Work.

A word of congratulation must also be given to the Kalgoorlie and Boulder Infants' Schools, which have both risen to a high state of efficiency.

#### *Organisation and Classification.*

The organisation and classification have, with one or two exceptions, been good. Difficulties have from time to time arisen, and their solution has always been satisfactorily accomplished by skilful head-masters. It is in grappling with difficulties in organisation that a head-master has an opportunity of showing his administrative capacity, and when he fails to overcome them, his reputation for practical skill must suffer accordingly.

The Time Tables, especially in the large schools, have been made out with due care and thoughtfulness, and a system of correlating class subjects has been aimed at—not infrequently with success.

The monthly programmes have not been altogether satisfactory. At times they have been unnecessarily overloaded with detail, and again the details have been meagre and quite inadequate. The programmes must show absolutely what has been done, and require considerable thought and skill. Apart from individual criticism, help in their compilation has, from time to time, been given in the *Circular*, so that it should not be a matter of difficulty to make them out with sufficient judgment to ensure success.

The quarterly examinations have been well and faithfully carried out, and the notes and suggestions made by the head-masters have in many cases been a power for good to the assistants. In some schools, however, a practice prevails of putting these books away in a cupboard immediately after the completion of the examination, or of keeping them in the head-master's office until they are required for another examination. This should not be so. Directly an examination is finished the books should be given to the class teacher, so that he may mark the progress of each individual pupil, and also may be able to profit by the suggestions given.

In some schools a tendency to keep children back in their standards has been noted, probably in order to gain good class results. This is a fatal mistake, and the injury done to the child cannot but recoil on the head-master. When children are found to be spending two years in the same class, it either denotes that the children are exceptionally dull, or that the tuition has been bad. If the children are below the average in ability, of course it is a bad policy to force them beyond their powers, but if the tuition is bad, the teacher should remedy the defect.

I should advise teachers, in feeling their way, to put up disclassed scholars boldly, provided they are passably good readers, and not conspicuously dull. The effect would be to open their eyes very much as to the power of children to help themselves; there is no more mischievous delusion than to suppose that children learn nothing but what is dinned into their ears day by day by their teachers. Such promotions in the course of the year are moreover useful in compensating for the waste of leaving at the top of the school. But for the remainder of the scholars, except in the case of a very few of commanding ability, nothing is gained by promotion more than once a year: there is always infinite room for fuller and more suggestive teaching without advancing to the specific exercises of the next standard.

#### *Reading.*

Reading has not improved to any great extent, and in some schools it is one of the least satisfactory of the schedule subjects. Teachers, especially in the lower standards, have not realised that the giving the children "power" to read should be their ideal. They seem to rest content with teaching them to read a particular book. Notwithstanding the fact that explicit instructions are laid down in the curriculum dealing with this subject, they have not grasped this fact, and the old methods of simul-

taneous oral repetition are practised, in many instances, *ad nauseam*.

Reading is probably the most important of all the elementary subjects, and most care and attention should be given to it. The poor reading in the lower classes of large schools is often due to the fact that the least experienced teachers have to teach it. Recitation and singing give an opportunity to teach proper enunciation, but teachers do not avail themselves of the opportunity. If fluency and clearness of expression were developed before a child reached the fifth standard, a love for reading might not unreasonably be expected in the upper school. Then silent reading might be practised with benefit, and less time need be spent in merely elocutionary exercises.

#### *Arithmetic.*

The progress made in this subject varies very much. In some schools very satisfactory work has been done, in others the results obtained have been most disappointing. The introduction of the new syllabus in the lower standards has been a source of difficulty to the less experienced teachers, and a lack of accuracy is still apparent. Mental arithmetic has not been sufficiently practised, and in the majority of the lessons given, it is used as an examination, not a teaching exercise. A short lesson, with a brisk practice should be given daily, if only for a few minutes. Better results all round might then be reasonably expected.

The use, or rather misuse of the ruler is responsible for a large waste of time in the arithmetic lesson. In the teacher's anxiety to obtain neat work, the children spend practically half their lesson in ruling innumerable straight lines, most of them being unnecessary. The ruler should not be used at all in this subject. The children should be taught to draw their straight lines quickly and accurately; then neatness would not be in the least degree sacrificed, and the gain in time would be considerable.

#### *History.*

Greater interest has been taken in this subject, but the work done has been mostly superficial, and it is doubtful if any lasting good has been accomplished. This is probably due to the fact that too much has been attempted, that too much reliance has been placed in the book by the teachers, that the instruction given by way of supplement has been inadequate, and that little diligence has been shown in the preparation of good notes.

#### *Geography.*

The teaching of political geography has improved. During the lessons good maps are frequently sketched on the blackboard, and a lively interest has been imparted to the subject by the more skilled teachers.

The physical features of the various countries, the towns, the manufactures and productions receive most attention.

Physiography and mathematical geography have to a certain extent been neglected.

#### *Class Subjects.*

In class subjects generally, more especially in oral lessons, the teachers are apt to lecture too much, and do what the children ought to do themselves. The teachers work hard, the scholars do little, and it is difficult to realise the passive inattention of a class until tests are applied on the lesson given, when the want of knowledge displayed must be most discouraging.

When difficulties are not insuperable, children should be encouraged to solve them for themselves: then, with increasing confidence, more success would be attained.

#### *Home Lessons.*

The question of home lessons has exercised the minds of many of the head teachers on the goldfields, and they have to a certain extent been discontinued, and in many cases the tasks have been considerably reduced.

When the schools had a fixed annual examination there is no doubt that there was a danger of abuse in this direction, and even now there are individual children from whom it would be unwise to require them, but in most cases, especially among the older ones, a little independent work of this sort would be of great advantage. This work would suggest to the children that study is possible and desirable outside the school-room, and it would also tend to make the parents take an interest in their progress.

#### *Registration.*

This has on the whole been satisfactory, and very little fault could be found with the keeping of the records.

#### *General.*

The year has, generally speaking, been one of steady progress and conscientious work on the part of the teachers.

On one or two occasions, in small schools, the head teachers have not received from the parents the support they deserve. Without their cordial co-operation, the teacher, especially in isolated localities, has a very difficult task. A little sympathy and a little judicious encouragement go far to kindle enthusiasm, but carping criticism and continual fault-finding make a teacher's position particularly hopeless.

R. HOPE ROBERTSON.

31st January, 1907.

*Report of Mr. R Gamble, Inspector of Schools.*

SOUTH-WESTERN DISTRICT.

I have the honour to submit the following report upon the schools in the South-Western District:—

During the year 74 schools were in operation, with a total roll number of 3,656 children, and an average attendance for the district of 3,158.

The subjoined table shows the districts in which the schools are situated and the total average and enrolment for the year:—

District.	Roll at end of 4th Quarter.	Average weekly enrol- ment for year.	Average attendance for year.	No. of Schools open during year.
Blackwood ... ..	619	606	499	15 *
Collie ... ..	383	377	295	4
Donnybrook ... ..	309	314	259	11
Karridale ... ..	86	93	85	4
Murray ... ..	245	262	216	9
Perth, West ... ..	772	813	711	3
Vasse ... ..	138	159	127	6 †
Wellington ... ..	1,104	1,130	966	22 ‡
Totals, 1906 ... ..	3,656	3,754	3,158	74 §

\* Greenbushes Mill closed. † Ludlow closed. ‡ Stratham closed. § Three closed during year.

These numbers show an increase on last year's figures in enrolment of 239, and in attendance of 298.

The following new schools were opened:—West Murray, Lucknow, Pleasant Grove, and Stirling.

Ferguson Mill and Ludlow (half-time with Newtown), were closed. Wonnerup was re-opened and conducted as a full-time school, and Newtown continued as a full-time school.

With the exception of Wonnerup, Pleasant Grove, and Lucknow, all the schools in the district were inspected once, and twenty-nine schools received two visits each.

During the early part of the year I visited the following Roman Catholic and Private schools, and with one exception was able to recommend their continuation, or placement upon the efficient list of such schools.

*Roman Catholic Schools.*

St. Joseph's Convent, Bunbury.  
St. Mary's Convent, South Bunbury.  
Sacred Heart Convent, Busselton.  
St. Mary's Presentation Convent, Collie.  
"Arranmore" Convent, Leederville.  
St. Brigid's Convent, Bridgetown.

*Private Schools.*

Miss Kelly's Ladies' College, South Bunbury.  
Miss Mitchell's Ladies' College, Bunbury.

A school at Leederville was not favourably reported upon at my first visit, and was found to be closed when visited at a later date.

*Buildings and Grounds.*

Alterations and additions have been made to the following schools, viz.:—Australind, Boyanup, Bruns-

wick, Greenbushes, and the teachers' residences at Brookhampton, Coolup, and Waterloo. Suitable residences have been provided for the teachers at Boyanup and Dardanup. The school and quarters at Hamelin have been removed to Augusta.

The grounds at Picton and Dardanup, especially at the latter place, are small when compared with the grounds usually prevailing in this State, and I am hoping that more ground can be acquired at a reasonable rate for both these places.

I also hope that funds will be available for the building of residences at Bunbury, Picton, Bridgetown, and Busselton.

The buildings generally are in a satisfactory state of repair, the ventilation good, the lighting ample and suitable, and the furniture and appliances supplied by the Department adequate and up-to-date. It is pleasing to record that the suggestions as to repairs, alterations and additions to buildings have generally been carried out with due despatch.

As a rule, the majority of the teachers in the district keep their schoolrooms neat and clean, and arrange the maps and diagrams upon the walls in a methodical manner. Suitable pictorial decorations are issued by many London firms, and could with advantage be placed upon the walls of the schools, for children gain much general knowledge from the daily observation and inspection of good pictures. The majority of the decorations at present are only Departmental maps and diagrams.

The grounds generally are well kept and super-vised, and ornamental tree-planting is becoming much more general.

As Arbor Day is now an annual affair, the grounds in the future should present a very pleasing aspect. I should prefer to see more teachers planting fruit trees near their residences, as their successors in the

future would derive much pleasure and benefit therefrom.

The work done at Boyanup school by the teacher and scholars to beautify the grounds is of a very gratifying nature, and must have a very beneficial influence upon both the children and the residents of the neighbourhood. The first prize of £5 awarded for the best kept school grounds in the State was gained by this school. Quindalup, a small school, deserves special mention for the neatness of its grounds, teacher's residence, and very creditable gardens. The neatest, cleanest, and most methodically kept schoolroom was Drakesbrook. Mornington Mill was a close second.

#### *Records and Registration.*

With the exception of minor errors, the registration and keeping of the records can be deemed to be very satisfactory in the majority of the schools. Teachers still complain that the "Transfer Notes" are not despatched promptly enough from one school to another. This very important document should, I think, in the majority of cases be given to the child before it leaves a school, as the teacher generally knows when a child is leaving. Delay, annoyance, and cost of postage would be saved if teachers adopted this plan.

#### *Time Tables.*

Evidently more thought and care are being devoted to the drawing up of time-tables. This is a good sign, for a well arranged and systematically followed time-table, showing good sequence of subjects, due attention to grouping, and proper allotment of time to the subjects included in the curriculum, must lead to success. Such time tables are drawn and carefully followed by the most successful teachers in the district. On the other hand, time tables are submitted for inspection and approval in which none of the foregoing points are adhered to, and in which the analysis table is quite at variance with the time allotted to the subjects in the time table. Such time tables, of course, exhibit negligence and a want of care and interest.

#### *Programmes.*

These still vary very much in compilation, and in too many instances evince a want of thought and care in arrangement. The amount of work set for each month is either too little or too much, the work does not show gradual and methodical advancement step by step, and the simple word "Recapitulation" is too often entered. In very few instances were teachers found actually working without having drawn these monthly programmes of work.

#### *Quarterly Examination Books, Quarterly Examinations, and Promotions.*

As a rule, the quarterly examination books were found to be up-to-date, and in the best schools the examinations are carried out intelligently, and upon strict systematic examination methods. In some

schools it is still evident that the examinations have been carried out in a careless and perfunctory manner, and that much too high a value has been placed upon the children's work by the teacher. An inspection of the worked papers, and a perusal of the teacher's remarks in the quarterly examination book in such cases, tells its own tale. Some teachers still promote children before they are fitted for advancement, and others do not make the necessary interim promotion of their best scholars during the year. Both faults show want of sound and good judgment, and constant supervision and watchfulness are required by the inspector to rectify these two blemishes.

#### *Classification.*

Of the seventy-one schools visited a first time, six had their classification deferred, twenty-nine were classified below fair, and thirty-six were classified from fair to good. Of the twenty-nine schools receiving a second visit, ten were classified below fair, and nineteen were classified from fair to good. The Bunbury Infants' was the one school classified very good. Out of the twenty-nine schools visited a second time, twenty-one were successful in raising the classification awarded at the first visit.

#### *General Remarks.*

After continuous service for eight years, I was granted "long service leave" on half-pay from May 1st to October 31st. I was unable therefore to as thoroughly inspect and examine my schools as heretofore. While I was absent, Acting-Inspector Wheeler inspected, during May, June, and July, the majority of the schools previously unvisited, and Inspectors McCollum and Robertson inspected the remainder. I also received a week's assistance from Inspector Klein in the Bunbury and Blackwood districts in March. On resuming duty again on November 1st, I found that the inspectorial staff had been so fully occupied that only three schools in my district had been visited a second time. I had therefore only about six weeks' time to devote to second visits in my district, and, with the assistance of Acting-Inspector Wheeler for a fortnight, twenty-six schools were inspected, making a total of twenty-nine schools receiving two visits each.

It will be seen, therefore, that I am not in a position to review the year's work as in the past, but it is pleasing to record the fact that twenty-one schools receiving the second visit raised their classification. This, in my estimation, shows that the two visits (at least) a year to every school are very necessary, for in that way alone can an inspector ascertain, whether or not his first visit, generally one of observation, assistance and guidance in methods and management, has been of any value. The discipline, order, and tone of the majority of the schools visited were very satisfactory indeed. The teachers generally are working willingly and zealously, and those in isolated parts of the district with patience and fortitude.

ROBT. GAMBLE,

January 24th, 1907. Inspector of Schools,



*Report of Mr. Wallace Clubb, B.A., Inspector of Schools.*

**THE GREAT SOUTHERN AND EASTERN DISTRICTS.**

I have the honour to furnish my Annual Report on the condition of the schools in the above Districts during the past year.

There were 99 schools in operation in the District—an increase of 15 over those in 1905. As this increase has taken place in the Agricultural Districts, and as further applications continue to be received, it affords a pleasing piece of evidence of the State's development.

The table given hereunder shows the various Districts in which the schools are situated, and the total average enrolment and attendance for the year:—

District.	Roll at end of December quarter.	Average weekly enrolment for year.	Average attendance for year.	No. of Schools open sometime during year.
Beverley ...	238	247	208	8
Broomehill ...	153	151	118	5
Esperance ...	61	73	65	1
Katanning ...	309	327	266	8
Kojonup ...	30	30	20	2
Mourambine	264	260	209	9
Narrogin ...	274	282	232	8
Northam ...	986	983	788	24—2 closed (Silver Hills and Tammin)
Perth ...	253	255	223	1
Perth, West	367	382	338	1
Plantagenet	618	539	542	10—2 closed (Frankland River and Kybalup)
Ravensthorpe	96	77	64	1
Swan ...	52	53	43	1
Wagin ...	274	272	220	7
Williams ...	106	95	75	5
York... ..	396	412	351	9
<b>Totals, 1906</b>	<b>4,427</b>	<b>4,538</b>	<b>3,762</b>	<b>100—4 closed</b>
<b>Do. 1905</b>	<b>4,143</b>	<b>4,168</b>	<b>3,442</b>	<b>84—1 closed</b>

These figures show an increase on last year's figures in enrolment of 370, and in attendance of 320.

The percentage of attendance may be considered very satisfactory for an Agricultural District.

*New Schools.*

New schools were opened during the year at Tarwonga, Dale, Duranilling, Marwongy, North Beverley, Arthur River, Boyagarra, Dowerin, Moonies Hill, Nangeenan, Marleyup, Southern Brook, Inkiepinkie, Goomalling, Nebrikinning, Wagilin, West Northam. The Half-Time Schools at Kybalup and Frankland River were closed temporarily. The schools at Tammin and Silver Hills were closed also. Tammin owing to alterations in the Train Service, causing the scholars to attend at Kellerberrin, and Silver Hills owing to the opening of a school at Goomalling.

(4)

*Inspection.*

Of the 99 schools in operation all but three were inspected—the exceptions being Marleyup, a small S.P.D. school, which has only been a short time in operation. Tarwonga and Arthur River opened at the very close of the year.

In all 130 inspection visits were paid occupying, in some cases, five days; in others four, three, two, or one, according to the size of the school.

In addition to the State Schools I also inspected, for efficiency, the Convent Schools at York, Northam, and Albany, the Albany Grammar School, and York High School.

I also assisted the Chief Inspector in the inspection of 'Perth Girls' School, Highgate, Newcastle Street, Claremont, and Norwood.

I am not at all satisfied with the existing conditions which govern the work of inspection. We are all agreed that inspection is very necessary. Almost all of the teachers will agree that it is a very helpful time also to them, seeing that a good inspection visit not only reveals to them their strong points, but also indicates to them where their methods are at fault, shows them new points of view, gives them a fuller interpretation of the curriculum, helps them to form a better standard to work to, affords them an opportunity of discussing their difficulties and seeking advice and practical assistance, and keeps them in touch with the latest theory and practice.

An Inspector is no longer a mere examining machine to record passes and failures: modern educational ideals demand far more than that. He should be a dynamic force. He should be able to supply year after year fresh motive power to his teachers, new inspiration, wider and deeper views and conceptions of their work. He must be able to supply from his own reading and experience the demands for assistance, suggestion, and advice that are constantly made upon him. The old conception of inspectional work limited an Inspector's task to the mere statement that certain subjects were Good, or Fair, or Bad. The new conception insists that if the work is bad, the Inspector should be prepared to show practically to the teacher how to make it better: if the tone, or discipline, or organisation are faulty, wherein the fault lies, and what is the remedy. An old maxim runs "As the teacher, so is the class": it is almost equally true to say "As the Inspector, so is the teacher." Certain facts have to be faced. We know that in this State a very large proportion of the schools are small ones, and that the salary they carry is necessarily small also. Hence these schools are, for the most part, filled by teachers whose equipment educationally and professionally is in many cases limited. One is pleased to know that with very few exceptions indeed, these teachers are earnest workers, and do try to become more expert in their work. But unaided by regular and frequent inspection visits their improvement is bound to be a matter of slow growth. An examination of the results obtained in the District during 1906 shows

that of the 85 schools examined two were classed Excellent, three as Good, 14 as Very Fair, 38 as Fair, 22 as weak, and seven as Very Weak or Bad. Putting this another way, 57 schools were up to or above Standard, and 29 below. That is to say, about one-third of the schools cannot be considered as satisfactory. The proportion is too great. How to decrease the number of inefficient schools becomes a very serious problem, then, to an Inspector. I have tried to solve that problem by means of the Method School for Teachers. But such schools, great as I believe their value to be, are not in themselves sufficient. Frequent inspection also must be given, and frequent inspection in this "country of magnificent distances" is only possible if the number of schools under an Inspector's charge permits. There is no doubt that a District of 100 schools is altogether too large, except under the old conception of an Inspector's work. The district should be of such a size that weak schools can be visited at least three times each year. As it is, a number of schools have had to be content with but one visit. I regret very much that more frequent visitation is absolutely impossible under existing circumstances. Not only is the number of schools excessive, but large demands are also made upon an Inspector's time in this State owing to the additional duties of setting and examining papers for Teachers' Certificate Examinations, and of inspecting private schools.

As things are, either of two courses must be adopted—to remain satisfied with fewer inspection visits than one knows are absolutely essential, or to decrease the number of schools.

Though the number of inefficient schools is still too large, it is, however, pleasing to be able to report that a substantial decrease in the number of such schools has taken place during the past year.

The best schools for the year were Albany Infants' (Miss Culley) and West Leederville (Mr. J. A. Miles, B.A.). Both of these schools secured the honour of the "Excellent" classification.

The "Good" classification was secured by Chidlow's Well (Mr. Burns), North Perth (Mr. Hammill), and East Beverley (Miss Wilson).

#### *Buildings and Grounds.*

With very few exceptions the buildings are very suitable. Unfortunately, the same cannot be said of many of the quarters provided for the teacher's use. The plan of dividing three small rooms for the teacher's quarters from the schoolroom by a partition—in some cases merely an iron one—may be economical but certainly is unsatisfactory from a hygienic point of view, and is not conducive to a teacher's dignity and comfort. The conditions of life in very many country places are hard and dreary enough without the additional unpleasantness of bad quarters. In some places the teacher has also to find accommodation for three or more children in the three small rooms provided. Ordinary conveniences are often quite absent. The teacher's wife in such cases has a very hard time. If a small cottage, with decent area of ground could be provided—as I think it should be—some compensation for the privation and isolation would thus be made.

Considerable advance has been made in the matter of beautifying the school grounds. The school that has not its garden is becoming the exception. Tree planting is regularly done by almost all teachers, but unfortunately in a number of cases the young trees

are either not protected by guards, or are not carefully tended through the first summer, and are destroyed. In many schools the teachers succeed in arousing a personal interest by means of competition, or by getting each group of children to regard a certain plot or number of trees as *theirs*. More might be done in encouraging the children to do similar work in their own homes. One is very much struck in the country by the absence of efforts to beautify the homes by gardens and shade trees that is noticeable in very many cases.

More should certainly be done, too, in using the school garden for the purpose of Nature Study. It is rather a common experience to find the course in Nature Study being based on unsuitable subjects, when the school garden would have furnished excellent material. The garden certainly is of great use merely for its æsthetic value, but much more might be done in making it a means for observation and experiment.

Good experimental work is being done in a few schools in connection with fodder plants and manures. Such training is very valuable indeed.

The best gardens were at Clackline (Mr. Nangle), Cunderdin (Mr. Wood), Boyagarra (Mr. Booth), Cartmearcup (Miss Darby), Chidlow's Well (Mr. Burns).

#### *Teachers' Associations.*

I am pleased to be able to report sustained interest in the Associations that were in existence last year, and forward movement in new centres. There are now Associations at Albany, Katanning, Narrogin, Pingelly, York, and Northam, all of which are doing good work. The attendance at meetings is, as a rule, largely proportioned to the interest of the programme. In most cases the work of the Associations is of a practical character. In one Association the members are bound in turn to contribute either a paper bearing on school work, or to give a demonstration lesson. Such a plan is greatly to be commended. Good results are being obtained also from the periodic exhibitions of ordinary class work in Writing, Drawing, and Composition, etc. Such exhibitions help teachers of small experience to form a standard.

I should like to see a Teachers' Reference Library established at each centre. A few good books bearing on education could then be read by all members and furnish material for much interesting discussion. I have arranged with various publishing firms to send specimen copies of useful publications to each centre.

#### *Discipline and Tone.*

The schools in the district are, with scarcely an exception, well conducted from the disciplinary point of view. That is to say, actual misconduct, rudeness, and such active vices are very rare occurrences. But there is one vice that is largely in evidence in quite a number of schools—the vice of *passivity*. Not a few teachers delude themselves into the belief that they have their classes in good discipline, simply because every child is sitting still and looking at the teacher, or at the book, or blackboard, as the case may be. That the child's mind is wandering is quite overlooked, and what the teacher fondly hopes is focal to the child's consciousness very often is in the remote margin. A condition of mental inertia is thus set up, and the recurrence of these conditions

day after day has resulted in a habit of dreamy indifference being engendered. The causes which work together to produce such a condition can easily be discovered. They are climatic to a certain extent. The long hot summer in an inland agricultural district tells, especially on those children who have long distances to walk. But the fault lies with the teacher mostly. Where this mental inertia is most noticeable, one is pretty sure to find that the teacher adopts the lecture method largely in his lessons. He may work very hard himself, but he doesn't make the children work with him. Two essential stages of his lessons are omitted—the Preparation Stage and the Application Stage. During the year I have shown how the Developing Method may be used so that the children may be made interested and intelligent co-workers with the teacher. Unfortunately, the purely Lecturing Method appears much simpler to the inexperienced teacher, and where it has been much abused, the result is very evident in the inability of the children to concentrate their thoughts, or to discover for themselves. The absence of concrete in the form of suitable pictures, photographs, charts, maps, models, etc., does much, too, in deadening the spirit of work which normal children should display.

I have, in the course of the year, had to make many references to this apathetic spirit. From the educational aspect, it is one of the most serious defects. As a general rule such a condition in a school is proof of the teacher's incapacity.

#### *Method Schools for Teachers.*

Under the heading of "Instruction" in my last Annual Report I wrote: "I regret I am unable to speak in very high terms of the quality of the instruction given." I went on to point out that the existing weaknesses in the schools were due, not to the lack of hard work, but to lack of skilful work. It seemed hopeless to expect that arrangements could be made so that more frequent inspection visits could be given. Hence I adopted a plan which has been carried out with success quite recently in Victoria and New South Wales—a Method School for Teachers. Of these schools I held two—one at Katanning, and the other at York. A full week was taken at each place, and in all over 100 teachers attended the courses. The plan adopted was, briefly outlined, as follows:—Lectures in General Principles of Method. The bearing of Interest, Correlation of Work, Apperception, upon Method was exemplified both by lecture and in practice. Lectures in Special Method of teaching Reading, Spelling, Writing, Arithmetic, English, Geography, History, and Nature Study were also delivered, and numerous specimen lessons were given to classes in order that the principles laid down in the lectures might be exemplified in practice. The course was a heavy one, and demanded from seven to eight hours a day.

The teachers attending were keenly interested, and took copious notes. The outdoor Geographical Nature Study work done at York will, I hope, lead to important and valuable developments in a number of schools that are favourably situated for the same or similar work.

Advantage was taken of the gathering of so many teachers together, to put before them good displays of up-to-date professional literature and suitable school books. The leading firms in the Eastern States, especially Messrs. Collins & Brooks, of

Sydney, and Messrs. Merriam, of Melbourne, sent exhibits, as also did the local Perth firms. A very fine exhibition of Nature Study Drawings was kindly furnished by the Monitors' Central Classes.

Naturally, I hope much from the schools that were held. Already their effect is distinctly visible in the improved methods generally adopted, and in the higher standard of enthusiasm that now animates the teachers. If the schools do nothing more than convince the many who were what Laurie aptly calls "Teachers by the Grace of God," that to succeed in their profession they must read good professional works, must constantly review their methods, and must remember the enormous moral responsibility cast upon them, then much will have been done.

Someone has remarked that "teaching is a sorry trade, but a noble profession." One point persistently advanced during the Method Schools was this—that the teacher who works by rule-of-thumb, who obeys certain method rules without understanding the principle involved, is, after all, but a machine. He cannot realise by his teaching the finer and nobler opportunities that his profession places daily before him.

Unfortunately, the necessities of the Department will cause the removal of a number of the teachers who attended the courses of work from my district before I shall have had an opportunity of watching the effect of the Method School on their work.

Much remains to be done. I hope, during 1907, to be able to hold a further "School" for the unclassified provisional teachers whose schools are weak. It is my intention to conduct a small school of about 25 pupils for a week, so that these teachers will have an opportunity of seeing all subjects dealt with under conditions in which their daily lot is cast.

One of the best results of these schools is in the enthusiasm that they arouse. For a large percentage of the teachers they constitute the only definite attempt at training that they have received. One hopes that the enthusiasm that was aroused will not be merely transient: that the ideals set up will not be lost sight of in the stress and worry of each day's labour. The year 1907 will show how deep the impression made by these schools really is. I have great hopes that a distinct improvement will be found in the general work of all the teachers who attended the courses.

#### *Instruction.*

As previously remarked, the district is somewhat better this year. In many schools the improvement is marked, in others it is slightly in evidence, in a few no headway at all can be discovered.

The general outlook, however, is very hopeful. Teachers see that success is in direct ratio to the amount of thought they put into their work, and I have been delighted to find evidence of the reading of good up-to-date educational literature by a few teachers who have definitely got out of the rut.

It is somewhat difficult to offer a generalisation that will apply to the strength or weakness of the district as regards the methods in use in the various subjects. Viewed as a whole, it might be said that the instruction is now on good lines, and that the schools are doing sound work in Reading, Writing, Drawing, Geography, English. The work in Arithmetic and Spelling is not yet satisfactory.

I do not propose to offer much in the way of suggestive criticism in this year's Report. I have done that fully at the Method Schools already. On the various subjects I beg to offer the following remarks :—

#### *Reading.*

An improvement has taken place. More attention has been given to the "thought content," and intelligent expression is more generally obtained. The work in the Upper Standards, which was unfavourably commented upon in last Report, has improved slightly, though it is still not sufficiently good. Too often one notes a lack of smoothness, that indicates uncertainty as to the meaning of what is being read, such uncertainty being often due to the omission of preliminary discussion by the teacher. The practice of requiring the pupils to give the substance of a paragraph in their own words is not sufficiently carried out. Insufficient attention is paid also to the meaning of difficult phrases. The reading lesson should be made a valuable means of enlarging the child's vocabulary, but this desirable end will not be attained unless new words and phrases are carefully explained. Too much time is undoubtedly given in the Upper Classes to the mere mechanical part of the work. In Standards VI. and VII. more silent reading could be done by the children than at present.

One often notices the apparently slow process by which fluency and ease are gained. The number of children of about 10 years of age who can read, but not read well, whose reading is marred by stumbling and hesitation, is very large. One probable explanation is to be found in the time that goes to waste very often in the infant classes. The teacher of a grouped school has so much to do, that the children at the bottom of the ladder are often a very long time in mounting the first two or three rungs.

Too much time elapses before the child gets into his Primer, and this lost time is often never regained. Much misconception exists also as to what Word-building exercises in infants' classes really are. It is not rare to find children merely set to copy words in an ordinary sentence from the book with their loose letters, such work—word-copying as it really is—being called word-building. The true word-building exercises are, of course, very valuable educationally; what is done still by quite a number of teachers—word-copying exercises—are not so valuable.

The introduction of simple unseen tests in the Infants' Classes is a step in the right direction. It is to be hoped that teachers will make similar tests themselves to gauge each fortnight the efficiency of their work. It is very difficult to prevent little children merely memorising the words in the book, and then depending purely on the memory when they are asked to read. The test-cards effectually check this.

I would like most of my teachers who have large infant rooms to read "Quincy Methods" (Patridge).

#### *Writing.*

During the year almost all the schools in the district have taken advantage of the choice allowed by the Department to discontinue the upright system of writing. There can be no doubt that, after many years of trial, that system had failed to justify itself when judged by the handwriting of the children in ordinary tests, which required an average rate of

speed. It is to me astonishing to note the easy way in which children, after five or six years' teaching on the upright system, have naturally changed to the semi-upright. A change in system might have been expected to have been most felt in the Upper Standards, but I have noted that, on the contrary, the children in the Upper Standards have taken to the slightly sloped characters of the new copy books with ease. This was particularly noticeable in the Pingelly School where the writing of the upper children was most commendable.

One has still to note that the high standard of work shown in the copy books is not always maintained, or even approximated to, in the exercises in Composition, and in the home-work books. Where this difference is marked, weakness in control or in supervision can be argued on the teacher's part.

There are a number of schools in which the writing is mediocre throughout, because of the inability of the teacher to adopt the style of the selected copy book, no matter what the series or style may be. This inability is entirely self-imposed, and due to want of care on the teacher's part. One would think that teachers who know their own handwriting is poor, would diligently practise copy-setting till they were familiar with all the loops, turns, junctions, etc., in the style of writing taught. I am making a practice now of asking teachers to set a copy on the blackboards when I visit their schools. It is, unfortunately, a fact that a large number make very poor, and even incorrect attempts.

Surely the Writing lesson needs preparation on the teacher's part as well as any other lesson!

Correction work is often perfunctorily carried out. Errors in shape, etc., are allowed to pass uncorrected, and the frequency of the same error certainly leads one to suppose that the blackboard demonstration work is not very effectively given.

On the whole the subject is in a better state than last year, and increased efficiency can reasonably be expected during 1907, as the children will by that time be more familiar with the new style of writing.

#### *Spelling.*

I had to report very unfavourably on this subject last year. I am still unsatisfied, though a marked improvement has taken place in many schools. The work is now given more systematically throughout the year, a better standard of proficiency is demanded, and in most cases more care is taken to see that errors are not only corrected, but that the correct forms are learnt. There is no doubt that Spelling is a difficult subject. In itself it can hardly be considered as an attractive subject to children. Hence the need for creating an interest in it. I have before spoken of this, but still, unfortunately in many schools, very little is done towards making the subject interesting. The old, old way of requiring children to get up lists of words, survives as the sole means of teaching Spelling in too many schools.

I am pleased to be able to note that more discrimination is now used in the selection of the tests given in Dictation, and that the majority of teachers now try to prevent the initial misspelling.

Fitch's statement that "the person who spells well is simply he who carries in his memory a good visual impression of the picture of a word as it appears in writing or print," is well worthy of consideration

by those teachers who fail to make proper use of Transcription as an auxiliary of Spelling. Undoubtedly a new word has much greater chance of permanence in a child's mind if we impress it through as many senses as we can. The eye, the ear, and the hand should all play their part. Hence oral spelling and transcription both can be made of much use. Too often the transcription lesson becomes merely a test in writing, and insufficient attention is paid to the accuracy of the spelling. A mistake in a word in a transcription exercise is, curiously enough, frequently regarded as a much more trifling matter than a mistake in a dictation exercise. Teachers who do so regard it miss the main object of the transcription lesson, which, as a matter of fact, should require careful attention by means of the eye to see how a word is spelt, and thus cause the child to obtain a correct visual impression, and then careful transcription so that the visual impression may be further strengthened, and in addition helped by a motor impression.

Uncorrected, faulty spelling in the writing pads is still too frequently met with. Clearly this is due to lax supervision.

#### *Arithmetic.*

An improvement has taken place in this subject during the past year. The results obtained in 1905 were very bad; for 1906 the district may be classed as fair. Though I am not yet satisfied with the advance made in some of the important schools, there is no doubt but that the failure of 1905 made many teachers seriously consider their methods. The prevailing faults had been in the unintelligent use of the concrete, and in the appeal to rules rather than reason. At the school for teachers I devoted much attention to these two defects and showed by demonstration how much better it is to proceed analytically in this subject.

The new curriculum has been in operation during the past year. There is every evidence that the removal of written problems in Standards I. and II. has lightened the burden very much. Already accuracy has made a marked advance. In the simple operations with numbers to 100,000 it was the rule to obtain high results. The habit of working accurately which has been formed should prove of the highest value to the teacher of the upper standards later on, especially as this mechanical accuracy is being secured without any loss on the "thinking-side" of the subject. The new curriculum has only abolished the *written* problem in these lower classes, and I have found that the mental problem work, as a rule, was good in schools, which obtained good results in the written mechanical work.

It is still difficult to get adequate attention paid to suitable mental work in the upper standards. It is so much easier to give written Arithmetic: and the daily preparation of suitable mental exercises and the necessary teaching and explanation in connection with them evidently causes many of the less conscientious teachers to give but scant attention to this very important branch of the work. A number fail in making their teaching effective through the lack of suitable books. Such teachers who depend upon themselves entirely might do very well if they gave much time to preparation, but often not only has the teacher no manuals of mental arithmetic but in addition he gives the lessons unprepared.

The result is groove-teaching; the teacher's mind follows the well-beaten track, and new ideas, new light, new points of view are missed.

The teaching of Tables has materially improved. Demonstration lessons were given at the Method Schools showing how the concrete should be employed in this work, in order that the children should discover for themselves the various relationships and at the same time form correct concepts. The old rote teaching from the Table Book alone has now practically disappeared.

More should still be done in applying the Tables when taught, in mental calculations.

Better results have been achieved during the year in the upper standards in the theoretical part of the work. "The reason why" seems to be receiving more adequate attention. Most classes examined in this connection could explain why they worked in a certain way. The improvement is due to inductive teaching. The old method of stating a rule and then working examples is fast going. Teachers see that the discovery of the rule for himself by the child is the right course if intelligent work is to be secured. This has been particularly noticeable in connection with the teaching of decimals—a subject which, in the previous year, I had found almost unintelligible to the children.

I look forward to much better results next year in this subject, consequent upon the improved methods now in use.

#### *Drawing.*

Good work is done in most of the schools in this subject, especially in that branch which deals with freearm reproduction of copies. The year has seen an improvement in the way of introducing variety into the work. There are very few teachers now who have not their drawing schemes for the quarter ready beforehand, and in a number of cases intelligent efforts at correlating the Drawing with other subjects can be seen. I tried to show the teachers at the Method Schools how excellently Drawing lends itself to the application of many lessons, and how it can be used as a means of self-expression by the child. A few schools, of which York is the best at present, have done very good work in correlating Drawing and Nature Study.

Brush-drawing is generally good in the district. I would like to see much more use made of the native flora as material for these lessons. The upper standards do too much mere copying from printed cards. Work from Nature should be the rule, not the exception.

Object drawing is the least satisfactory part of the work. The reason is that copies of objects rather than the objects themselves are put before the children. I have found classes that could draw such objects as a chair or basket very well from memory, unable to draw from the object itself when placed in a different position to that which the original copy had shown. Definite teaching in the elementary principles of Model Drawing should be given more frequently than at present, and such objects selected as will give an opportunity for exemplifying those principles. At present even if the actual object is used, one finds only its simplest position given even to the senior children. A teapot, for instance, is almost always given so that the spout and handle

are in the easiest position. It cannot be claimed that such work interprets the requirements of the curriculum.

#### Geography.

A good deal of improvement has taken place in the teaching of this subject. Attempts were made at the Method Schools to show that this subject can be made not only a valuable means of mental training in the way that facts are acquired, but also a subject of great interest. The old way of getting children to acquire lists of names of places has practically gone. We have now in the district teachers, a goodly percentage too, who do actually take the children out of doors on excursions or walks to places in the locality, where geography can be studied concretely and intelligently, and the effect of such methods is distinctly noticeable in the clearer and wider concepts arrived at by the children. The Darling Range schools, those in the Avon Valley, and those south of Katanning have special advantages for such work.

Then again, the Relief Maps made out of old newspapers pulped up into *papier maché*, are now in the schools of all the energetic teachers, and the physical geography of a country becomes an intelligible study. By such graphic means the teacher no longer needs to *tell* the child that a certain river takes a certain course and empties into the sea at a certain place; he gets the child to *tell him*, from what he observes in the conformation of the country as shown on the Relief Map what would be the probable course, source, and mouth of such a river, its probable tributaries, rate of speed, etc., etc.

There is no overburdening of names. A name without any association link is valueless and so most teachers now leave out such names as are not of historic, commercial, or sociologic interest.

Graphic means of exciting interest and giving permanence to the teaching are made use of by the employment of illustrative matter. The excellent "Wide World Reader" series fits our curriculum splendidly, and a large number of teachers now use the wealth of illustrative matter these books contain with considerable effect.

I have been specially pleased to find some teachers (a few, at present) making various ingenious devices to show the courses of the earth and moon, to teach meridians and parallels effectively, etc. Such concrete work is to be greatly commended.

Both Mapping and Plan Drawing are on the up-grade, though the mapping is still unsatisfactory. I want a much higher standard of work. I know what children can do in this respect and I know that good mapping, like good writing, is easily obtainable if the teacher is keen. Unfortunately, in spite of all that has been said, children are still expected in some schools to work without direction in this subject. Too many teachers neglect to give actual teaching in how to map; not only is the cartography not explained but children are allowed to insert names which are not taught in the Geography Lesson and which to them mean nothing.

#### English.

In this subject the Department's efforts to provide a more scientific curriculum are meeting with encouraging success. The main idea now is that the English teaching is to be directed towards securing

for the child an appreciation of what is good in literature, towards cultivating his taste, towards giving him the means of self-expression in good oral or written composition. Formal Grammar is practically left for the senior classes—as it should be. Even yet, however, one finds the old traditions with regard to parsing and analysis very strong in some schools. In others the opposite extreme has been gone to, and the formal part of English, valuable as it is in many ways, has been poorly taught. In the absence of a prescribed text book showing just how deeply the Department desires the formal aspect to be treated, such extremes were perhaps natural.

The oral and written work has made much improvement. In the Infant and Junior classes the work has mainly centred round the Fairy Tale. Good work has been done with the "class-sheets," upon which the teacher writes up the children's reproductions of the story, or of incidents, or of simple observations. Very excellent reading exercises such class-sheets make, apart from the fact that individual members of the class feel no little pride in the sense of creation, when they find *their* sentence or *their* version selected as the one for their fellow classmates to read. The mutual criticism of each other's efforts (directed by the teacher of course) is productive of much good.

The illustrated story is being well used by a few. The pity is that so few of the teachers will practise good illustration work, as such work appeals very strongly to little ones.

In the upper standards the improvement is not so good. Certainly the children write with more correctness; they do form better sentences and have a good idea of correct punctuations, but the language employed is almost always the bald and childish language that clothes barren and circumscribed thought. And I fear that improvement will not be forthcoming till that part of the curriculum which is under the heading "Literature" receives vastly better treatment. I tried in the Method School at York to indicate what might be done in the way of cultivating the literary taste of the child; how word-pictures, figures of speech, variation, expansion, etc., might all be simply used in order to enrich both the thought and the vocabulary of the child. But it is only the better-read teachers who can find the good models which they want the children to study—one still finds the use of metaphor, for instance, explained by the old worn-out examples of the little handbook. An illustration will show what I mean. It was distressing in one school (a type of many yet unfortunately) to find that though the children had just learned in their recitation the verse "And Ardennes waves above them her green leaves, Dewy with Nature's tear-drops," etc., yet the teacher, when he wanted to explain how similes and metaphors were used in English, gave as his illustrations the old, old, "He was like a lion in the fight," etc. I am hoping that all my teachers have a copy of at least two books, "The Mother Tongue" (Ginn & Co.), Parts I. and III., and that they will study Part III. carefully in connection with their literature-composition work.

To attempt to teach English as we want it taught on the "he-was-like-a-lion-in-the-fight" method, is sheer waste of time. A child's taste must be fashioned on good models, and the ability to furnish those good models from the masters of English

depends entirely on the teacher's own range of reading.

Insufficient attention has been paid to the written reproduction of lessons—History, Geography, etc.—in essay form. This part of the work used to be distinctly bad; it has improved, though much has still to be done before one can feel at all satisfied.

#### *Nature Study.*

I am pleased to be able to report distinct progress in this work. Almost every school makes some attempt at the subject, but naturally in the absence of expert knowledge and training, a good deal of the work is not on right lines. The tendency is to give a series of interesting information lessons. Certainly these are centred round the actual objects which are seen and handled by the children, but the method is often not calculated to produce independent observation or to cause the children themselves to suggest experiments or reasons. For instance, one finds very interesting lessons on plant-life, given within the school, and such lessons entirely divorced from observational work in the school garden.

I am glad to note that a number of the more thoughtful and enthusiastic teachers are doing some field work with their classes. In such cases the children are actually being taken out face to face with Nature and do study at first hand. The interesting and useful specimens gathered in such excursions, the enthusiasm that is kindled, the widened outlook of the children, show that the time spent has been profitably spent, and that the teacher is converting a number of potential Peter Bells into intelligent, observing, and reasoning citizens of the future.

Organised work throughout the whole State is, however, greatly needed. Such work demands the undivided attention of a specialist, till we all, teachers and inspectors, get a firmer grip upon a subject which, in its value as a means of character-building, must take high rank in any syllabus.

#### *Music.*

There is practically no advance to report. In my last annual report I pointed out certain defects in our curriculum and made suggested changes. These I afterwards drew out in detail. I trust that a revised syllabus on these lines will be shortly issued.

#### *School Libraries.*

I am very pleased to see that almost every school has now its library. I have frequently pointed out that the library if properly selected and used is one of the teacher's best aids towards getting the children to develop a taste for literature. The few libraries that were in existence until recently were almost all badly selected, the books being such as appeal to adults rather than children. Teachers stocked their libraries with Lytton, Scott, Thackeray, Dickens, Wordsworth, and even Browning, and then wondered that children of 10 to 14 were apathetic. Now we have Stevenson, Ballantyne, Marryat, Kingsley, etc., and the children read with avidity. The masters of prose and poetry are of course not removed from the elder children, but they are studied under the teacher's guidance.

The excellent cheap editions now issued by many publishing firms make it possible for a teacher of a provisional school to stock his library for £5, and we know by the ever-ready response of parents to calls for money for such purposes that such sums can easily be raised, except by teachers who are too indolent or who have no standing in their district—and such teachers are very very few.

Another big improvement in the constitution of the school library now is in the provision made for children in the lower classes. In fact, there are a certain number of suitable books for each class—the library is not for the senior scholars only.

#### *Conclusion.*

In concluding, I would like to express the great pleasure it has been to me in the past year to find the ready and almost unanimous response of the teachers in my district to the Method Schools I conducted. I was delighted to find how keen the teachers showed themselves in getting what each could from the courses, and how enthusiastically almost all have been putting the new ideas into practice. I am convinced that their zeal and improved methods combined are going to uplift the efficiency of the schools materially during 1907. Personally, I feel that the outlook is very encouraging.

WALLACE CLUBB.

25th February, 1907.



*Report of Mr. J. A. Klein, B.A., Inspector of Schools, 1906.*

**MIDLAND, NORTHERN, AND NEWCASTLE DISTRICTS.**

I have the honour to submit my report for the year 1906.

New schools have been opened in these districts at Burnakurra, Isseka, Chapman, Arrino, Bidaminnie, Bootine, North Yardarino.

A "special" school has been opened at Hill River.

On the North coast, Roebourne has been re-opened, and a new school has been built at Port Hedland.

Nunyle was closed for part of the year, and Strawberry which has since re-opened as half-time with North Yardarino was not in operation for some months. Narra Tarra and Nabawah are now working full time. Walebing and Mardo have been closed.

*Buildings, etc.*

These are generally in good repair, and in most cases well cared for. In a few instances adverse reports have been written on the internal appearance of the rooms. A teacher who attempts to instil such morals as cleanliness and order will assuredly fail hopelessly when he every day sets excellent examples of the reverse. But in the majority of schools both pupils and teachers alike take a pride in the general appearance of their rooms, and neat bunches of flowers are tastefully arranged before work commences in the morning. Teachers who are careful in these matters are, as a rule, on the right side when their actual work is summed up.

Gardening has been successfully attempted in many schools. It was hardly to be expected that any Northern school garden would gain the Department's prize, as difficulties are met here which the more fortunately situated Southern schools have not to combat. It should be mentioned that good work was done in this respect at Moonyoonooka, Coondle, Cue, Moora, Mogumber, Alma, Irwin, Mingenew, and Bejoording, the experimental plots at the first-named school being especially good.

Unfortunately during a dearth of water at Nanine the Council was forced to relinquish watering the trees, which have consequently all died.

*Enrolment, Attendance, Etc.*

In this district there are 67 schools. The sub-joined table shows the districts in which these schools

are situated, and also the total average and enrolment for the year.

District.	Roll at end of 4th Quarter.	Average weekly enrolment for year.	Average attendance for year.	Number of schools open during year.
Geraldton ...	416	430	365	8
Gingin ...	149	161	136	9
Greenough ...	135	137	117	6
Irwin ...	117	128	109	5
Melbourne ...	216	218	185	*10
Murchison ...	546	552	470	11
Northam ...	17	14	12	2
Northampton ...	150	153	121	8
Perth ...	381	383	322	1
Swan ...	770	783	650	4
Toodyay ...	178	182	146	5
Lawlers ...	15	20	16	1
Meekatharra ...	22	22	18	1
Mt. Sir Samuel	22	23	20	1
Wiluna ...	16	15	11	1
Totals ...	3,150	3,221	2,696	67

\* Walebing closed June 1st, 1906.

The attendance in many schools is very good. Punctuality in the larger centres is satisfactory, and even in scattered districts where children have to travel six or seven miles they are rarely late.

Geraldton, which had previously scored heavily in the Attendance medals and prizes, received a severe set-back in February last, when the town was visited by a severe outbreak of bubonic plague.

*Inspection.*

The great distances to be covered to reach some of the schools in this district make the work very heavy indeed. Very many lie far removed from the railway line, and much time is lost in travelling to and fro. A visit to Peak Hill means a week from Nanine, and the visit to Carnarvon takes 10 days from Geraldton.

The only schools that were not visited were Wiluna (provisional) and Hill River (special), both very small and difficult to reach. All other schools that have been in operation the whole year were visited at least twice, except Lennonville and Dandarragan. As usual the far distant schools at Sir Samuel, Lawlers, Peak Hill, and Gullewa received but one visit. Nunyle, Walebing, and Strawberry were visited only once as they were closed for some part of the year.

The new schools at Chapman, Isseka, Arrino, and North Yardarino, all opened during the second half-year, were inspected once only. Burnakurra was



opened after my third Murchison tour, and hence has not yet been inspected.

In addition, I assisted in the first inspection at Perth Infants, Perth Girls, Highgate Infants, Newcastle Street Girls, Claremont Infants, in the Chief Inspector's district, and in the Sub-Metropolitan I assisted at Bayswater, Fremantle Boys, and Lake Jandabup as well as one week in the South-West district.

In the final inspection I visited Perth Girls (3 days), Perth Intermediate, Newcastle Street Girls, Beaconsfield, Subiaco, and Highgate Infants. I spent three days on the Eastern Goldfields, and four days in the Great Southern district.

The 12 Roman Catholic schools and two private school in my district were inspected, also four private schools in Perth, and the Redhill Industrial school. I have to thank Acting-Inspector Wheeler for four days' assistance at Mount Magnet.

#### *Registration, Classification, Organisation, etc.*

**Registration.**—Teachers who have been some time in the service generally gain satisfactory reports on this part of their work. Few, however, gain excellent marks. The Inspector's greatest care is with those who have been recently appointed, either from other states, or for the first time. Much unpleasantness would be obviated were these teachers to study carefully their regulations. Even the most important sections have "not been noticed" until the inspector points them out. Some of these, too, neglect to follow out instructions given during inspection, and strong letters have at times been despatched to those in fault. This however is the exception, and it is hoped there will be little necessity for it in the future.

**Classification.**—In many of the smaller schools where teachers lack experience, promotions are recommended during inspection visit. I find this works better than leaving the classification entirely in their hands, and then finding it necessary to re-classify when several months of the year have gone. Two of the larger schools were penalised for faulty classification—altogether too many children having been kept back a second year in their standard. It was noticed in one of these schools that pupils had been allowed to work in Standard III. until June. They passed well in all subjects but Arithmetic, in which a "bare pass" was gained. In July they were transferred to Standard II. Such methods have but one meaning, attempting to gain high results at examination, at the very great expense of the loss of one year of the child's school life. The action taken should prevent any recurrence of such practices.

**Organisation.**—A new code in Arithmetic and English was published in February *Circular*. Unfortunately, loose sheets of the "Subjects of Instruction" under the old code were posted out about the same time, and caused considerable confusion. Certainly careful teachers should have interpreted the matter correctly, but it was not till the end of May that the syllabus in these two subjects was well under way. Many still fail to grip the true spirit of correlation, and groan under the weight of the heavy curriculum.

Special care has been taken to clear up this point, and I am hoping for better attempts this year. When properly understood, programmes will be

thoughtfully drawn, and work systematically and successfully carried out.

#### *Examinations.*

These are generally conscientiously conducted as required by Regulations. Last year I reported that there was a great disparity in the tests given. This is still very noticeable, and I have been tempted to suggest quarterly examination papers in one or two of the more important subjects.

#### *Instruction.*

This varies considerably and the reason is not far to seek. In no other district are there so many unclassified teachers. As reported last year some of these are really successful workers who do all they can to improve themselves in their skill, and whom one feels sorry to see remaining among the ranks of the "unclassified." But on the other hand, when so many young teachers are met, many of them married men, who are content year after year to go on without attempting to take out a certificate, very decisive conclusions must be drawn. Still there is little doubt that the work in the one-man, back-block school is on the up-grade.

In the larger schools I have frequently been obliged to write class reports something on the following lines: "This class contains a large number of children whose work is poor, and who appear to make little effort." When such is the case there is certainly something seriously at fault. The classification is bad, or the tone is low, or the instruction is only being gripped by a few, and the assistant in charge is satisfied if a large section of the class gives a passive attention. It simply means that children are trifling away their year and developing habits, which, to say the least, do not bring out the best side of a child's nature. There is no doubt that in such schools neither the head master nor his assistant is doing his duty. When brought to task about the condition of his class, the assistant excuses himself by reminding one that "They have *always* been backward," and he seems to be content with that. The head master "knows they are weak, but has to promote on account of age"—an excuse equally ridiculous as that of the assistant. Head masters must see that children are properly classified, and assistants must make every child realise that he is a real working unit, and nothing short of his very best effort will be accepted at any time.

As mentioned above, almost all schools were visited twice and received a classification on each visit. At the second visit 44 per cent. gained a better mark, 36 per cent. remained the same, while 20 per cent. received a lower classification. The general marks of 1906 as compared with 1905 show that 41 per cent. of schools have gained better classification, 33 per cent. are on the same mark, and 26 per cent. have fallen off.

The following schools are the most efficient in this district:—Coondle, Geraldton, Central Greenough, Cue, Day Dawn, and the half-time schools at North and South Bindoon. A good start has been made at Arrino (new school).

My remarks on the method of instruction in the various subjects will be brief, as two "Summer Schools" are to be held during the first two weeks of 1907. One of these will be conducted at Gingin,

and the other at Geraldton. Lectures on method and specimen lessons on the various subjects will be given.

#### *Arithmetic.*

A new code has come into operation this year affecting most directly the work of the lower standards. It was felt that the system of problems dealing only with the small numbers had been weighed in the balance, and found wanting. The results did not seem to compensate for the labours expended in the teaching. In Written Arithmetic the new syllabus deals with larger numbers in the abstract only, and it is expected that children will become more accurate, and more expert in dealing with figures. The concrete side, however, is zealously catered for in the "Mental" code, children in Standard I. being asked now to work mentally, practically the same sums as were previously set for written work. Concrete appliances might be more advantageously used.

Teaching in the middle and upper school is too much "by rule of thumb." Experimental work is rarely attempted, while the definitions of various terms used are not intelligently understood. Fault is frequently found with the figuring and general setting out of the work, and in examining the pads it is often very difficult to follow the different steps in the working of the various problems, etc.

In the Infant classes the work throughout is very fair. There is a danger, however, of children being allowed to count instead of being taught to add. This counting has been noticed in Standards I. and II. in the primary school.

Mental arithmetic is still in some schools looked upon as a mere auxiliary to pad work, or as a different kind of arithmetic to be wrought by special short-cut methods. It is not uncommon to find the short method in use for mental work, while the long work is kept for the written arithmetic. Striking examples of this are repeatedly met. It is noticed that teachers talk too much during a mental arithmetic lesson, invariably the question being repeated three or four times. There is no subject in which the amount of talking done is less needed, or does more harm than in the practice of mental arithmetic. Writing the questions rapidly on the board, or having been set up in readiness has been recommended. The subjoined table will show the condition of the various standards in arithmetic :—

Standard Examined.	Below Fair.	Fair or Very Fair.	Good or Over.
Standard I. ...	45 per cent.	19 per cent.	36 per cent.
II. ...	52 "	28 "	20 "
III. ...	53 "	47 "	0 "
IV. ...	63 "	15 "	22 "
V. ...	50 "	35 "	15 "
VI. ...	50 "	32 "	18 "
VII. ...	40 "	20 "	40 "

#### *English, Reading, Literature, Etc.*

A new syllabus has been introduced this year. It was evident that the old code gave too much prominence to formal grammar, and many teachers looked upon this as the main issue, neglecting in a greater or less degree the chief aim of all English teaching—Composition. Now, however, everything

savouring of formality has been carefully eliminated until Standard IV. is reached, and even then it is placed much in the back ground. All through very great prominence has been given to the cultivation of an exact expression in spoken language of the children's ideas.

Written composition has commenced in Standard II. This new code has been welcomed by teachers and children alike, and there is good reason to hope that more satisfactory results will be obtained. Oral composition is not well taught, and is not a favourite lesson with teachers, who as a rule handle the subject crudely, and go through the lesson with a certain amount of misgiving. Under such conditions the lesson is not eagerly looked forward to by the children, who now perhaps for the first time are put into a constructive rather than into a receptive attitude. The child must give his information or relate his experience. He is made to feel the importance of his own individuality, he has to state his own views not those of some text book, etc. Another difficulty, too, is constantly arising. Experience proves that even after children have been taught to notice and to correct mistakes in sentences given for that purpose, many of them continue to make similar mistakes in their ordinary speaking and writing. Accustomed as many of the children are to having faulty composition in their homes and elsewhere, the subject will always stand in need of the most careful teaching.

Written composition is on the up-grade.

Reading and Literature.—In the infant classes the Phonic system is attempted, but is not at all well understood. Teachers seem to be able to proceed fairly well with the elementary sounds, but do poor work with the double vowels, double consonants, long vowels, etc. This means of course that the subject is not well studied.

The amount of reading matter set down for infants is very light, and better results should be gained. The "sight test cards" used at inspections this year proved that the child in the early stages depends largely on the luck of guessing after he has read a few words in a sentence.

The loose letters for word building have not so far been well used. Many specimen lessons were given throughout the year in this work, and better results are expected in the future.

Reading throughout many schools though improving is still narrow and stunted. A large percentage of teachers feel quite satisfied when their classes have read through the two books prescribed. Libraries, although becoming more common, have not been as attractive and as well used as might be desired. Much trouble has been taken this year in trying to show what books are the most suitable, and several booksellers, both in England and in Australia, have been asked to send catalogues to places where the teacher is unable to run to town and to make his own selection. Where several small schools are situated within a comparatively easy radius, combined efforts have been encouraged. In the existing libraries it has been noted that the needs of the lower and middle schools have been overlooked. This is a fatal error, for if reading is to become popular, then the little ones must be encouraged in their early years, and brought to realise that after all reading is not a drudgery, and a something to be done with as soon as possible, but that it is essential for the full

enjoyment of leisure, as well as the chief means of acquiring a knowledge of the world they live in.

A poor attempt has been made at the teaching of Literature, and consequently for this year I have tried the experiment of setting down definitely what is to be studied.

**Recitation.**—Except in the Infant classes children are encouraged to memorize the lines at home, everything savouring of monotonous delivery, wrong phrasing, etc., being prevented by giving the children an insight into the meaning, and by cultivating an appreciation of the thoughts of the author. Visualising scenes, and describing word pictures are as yet weak. The selection of the passages for recitation in many schools does not receive sufficient thought.

#### *Geography and History.*

**Geography.**—Fair results on the whole have been gained, but the teaching could be more attractive and realistic. Outdoor lessons do not receive their due attention, no matter how advantageously the school may be placed. In several schools most useful assistance has been derived from the use of the stereoscope, and it is expected that much more of this work will be attempted this year. A few teachers who understand photography intend to use the double lens and thus to make their own views. This hobby is worth cultivating, and by a system of exchanges very useful work could be done. The head master of Geraldton is trying an experiment in the lantern as an aid to this subject. Arrangements have been made to darken a classroom and already over one hundred slides, illustrating the resources and industries of W.A., have been procured. Several sets of views have been purchased to illustrate the code in the upper standards. I am hoping that masters of several of the other larger schools will make an attempt in this direction. Physical Geography and Mapping are still the weakest sections of this subject.

**History.**—From results it appears that the code in this subject is too heavy, especially in the small "one-man" schools. The work on the "Story of the World" has been fairly well done this year, but the attempt to cover the English History has failed in the majority of cases. Australian History, taught in connection with the Geography in Standards III. and IV., has received, on the whole, fairly satisfactory attention.

#### *Nature Study—Observation Lessons.*

This subject, which by many teachers has been regarded in the past as a "fad" or at best as a "frill," is now being looked upon by those who have given the subject careful thought as one of the most interesting and useful studies connected with their school. The great faults in the past have been (1) too much has been attempted in a lesson, (2) observation has not been aroused by suitable experiments, (3) the work has not been first hand, too much information being given on trust, and hence the child has not been led to see and to think for himself. A prominent authority on the teaching of this subject has said "The teacher should never lose this unique opportunity of teaching from the real, for as soon as Nature study is taught from the book, and from the black board, it is useless in the extreme." The necessity for abundant experiments has

been pointed out, for this is the only way to cultivate exact seeing and clear thinking.

Children are encouraged to hand in specimens, and these should be carefully preserved and, if possible, properly classified. The Agricultural Department will, I understand, lend assistance in this direction. Gardens and experimental plots are indispensable for the study of plant life. Here it is that experiments can be worked, soils and manures studied, while notes of the various results should always be carefully taken by the pupils.

Outdoor lessons should be taken as frequently as possible, but it is somewhat astonishing how teachers will fail to accept the advantages of their local surroundings. I noticed quite recently a teacher in a small school attempting to give an object-lesson (?) on the "Elephant." This school was most fortunately situated as regards Nature study. Orange trees laden with fruit, apple and peach trees in full bloom, wild flowers, birds of different kinds, and babbling brooks, were all within stonethrow of the class-room. It is earnestly hoped that the old order of object-lessons has at last left us for good.

#### *Hygiene.*

Lessons are given regularly. The text book provided has proved of very great assistance indeed. The Scientific Teaching of Temperance is receiving due attention in the Upper School (Standard IV. upwards).

#### *Manual Work.*

Woodwork classes are in operation at Midland Junction, Newcastle, Geraldton, Gingin, and Day Dawn. The subject is always popular. Clay Modelling has been taken in connection with Natural Study Observation Lessons, and other kindred subjects. Some very fair work has been done, Dongarra being especially successful.

#### *Examinations.*

The following schools in my district were represented in the pass and honour lists in the Adelaide University Junior and Primary:—1. Geraldton—Junior and Primary. 2. Midland Junction—Primary. 3. Gingin—Junior.

Among the Primary passes in W.A. four candidates passed in eight subjects. It is pleasing to note that Geraldton supplied three of these.

Geraldton, Midland Junction, and Newcastle were represented in the Department's Bursary list for 1907.

#### *Teachers' Associations, Meetings, etc.*

This work has made a decided move forward this year. Strong associations have been formed at Geraldton and in the Midland Districts. The association on the Murchison continues to do steady work. I have addressed meetings at Geraldton, Moora, Cue, and Newcastle. These meetings took place during the first half year, and special attention was given to the new code in English and Arithmetic. To each of these centres Messrs. E. S. Wigg and J. Dwyer sent parcels of some of the most recent publications. These works were quite new to the majority of the teachers, and were eagerly scanned.

Good attendances were met in each case, and it should be mentioned that some teachers had to travel 80 miles to be present.

*Teachers, Parents, etc.*

It is to be regretted that parents do not take more active interest in their local schools. Perhaps one of the causes is that settlement in the rural districts is as yet comparatively young; people are struggling to form their own homes, and can afford no time to interest themselves in school matters. Probably all this will improve as conditions alter, and settlers may come to look upon the local institution as "Our School," not as it is now, "The State or Government School."

In some of the older States of our Commonwealth "Parents' Associations" are formed, as well as

"Teachers' Unions," and these are proving to be most helpful indeed.

The conduct of the teachers has been good. Several complaints have been received, but only two were serious. In one case the teacher was dismissed from the service, in the other the classification was lowered, and a transfer to another school recommended.

*Conclusion.*

As a rule, teachers are conscientious in their work, and are doing their best. As long as this is true, there is always hope each year for better results.

J. A. KLEIN.

31st January, 1907.

*Report of Mr. H. W. Wheeler, Acting Inspector of Schools, 1906.*

I have the honour to submit the following report upon schools visited by me from 1st March to 14th December, 1906 :—

My work during the year has brought me into very close touch with the teachers engaged in our small schools, and the remarks herein, while having a general bearing, are practically based upon impressions formed during visits to Provisional and Class VI. schools in remote districts—in some instances on the edge of settlement and civilisation.

The total number of inspections carried out was 122, made up as follows :—

For Mr. Inspector McCollum (Sub-Metropolitan District)—

Private schools 6 visits,  
State schools 10 visits.

For Mr. Inspector Robertson (Goldfields District)—

Private schools 1 visit,  
State schools 53 visits.

For Mr. Inspector Gamble (South-Western District)—

State schools 49 visits.

For Mr. Inspector Klein (Murchison Goldfields District)—

State schools 3 visits.

A large number of the schools included in the above numbers are situated in districts remote from the larger centres of population, and accessible only by coach or other vehicle. For instance, the inspection of the schools at Lawlers and Mount Sir Samuel involves a coach journey of about 230 miles to the North of Leonora, while the schools at Norseman and Princess Royal are situated 110 miles South of Coolgardie. As the distance from Coolgardie to Leonora is 185 miles, it will be seen that the schools at Norseman and Mount Sir Samuel are 525 miles apart.

This is but one instance, and is quoted so that some adequate idea may be formed of the enormous distances to be traversed between the various mining centres.

During the past nine months I have, in various districts, travelled 13,812 miles, 11,422 miles by train, and 2,390 miles by coach or other vehicle, and the average length of working time has been 10½ hours per day.

*Buildings, Grounds.*

In almost every instance ample accommodation has been provided, and the buildings, especially on the goldfields, have been constructed with due regard to the severity of the climate. At Lawlers, for instance, the school building is acknowledged to be by far the coolest room in the town during the summer. Contrary to the general rule, it is built of brick, with high cavity walls, and the ventilation is excellent. It is pleasing to notice that the teachers, almost without exception, give due attention to the care of buildings and furniture. The exception is very rare, and where he exists, the general condition of his school,

and the attainments of his pupils will be found in direct ratio to the material condition of the property entrusted to his care.

Shelter sheds have been liberally provided, and serve admirably to protect the pupils from sun and rain. Many of these sheds are however not floored, and this is also the case in many schools with enclosed verandah lavatories and hat rooms. The earthen floor is soon reduced to fine dust which is exceedingly unpleasant. In some parts of the goldfields bough sheds have been erected. These are cool and shady, but require renewing each season.

In some cases the school grounds have been much improved, and flower, fruit, and vegetable gardens established, with, in some instances experimental grass plots. Of the gardens which have come under my notice during the year, the pride of place must be given to Boyanup, where the work done is worthy of the highest commendation. This school has been awarded the prize of five guineas for the best laid out and most successful school garden. Other schools noted as having done good work in this direction are Quindalup, Mundaring, and Denningup, while in some other schools in the South-Western district a little has been done to make the school surroundings cheerful. In such a district as this there is no reason why every school should not have its garden. What has been done at Boyanup can be done in almost every school in the South-West where the soil is fertile, the rainfall ample, and the conditions generally favourable for horticulture. On the goldfields climatic conditions render this work impossible, but even here there is no reason why hardy shade trees should not thrive, if properly planted, and carefully attended to. I was exceedingly pleased to find a number of pepper trees and gums at the little school at Murrin. These were in a remarkably healthy condition, and up to the time of my visit had been watered with the waste water from the lavatory without encroaching upon the school supply.

*Organisation.*

While it is happily a common occurrence to find many schools where the general working arrangements are so planned that good work is the resultant, yet at the same time it is clearly evident that the question of excellence in organisation is not taken into serious consideration. The matters of detail, and there are very many of these, without which no organisation is perfect, are as a rule treated as things of little moment. In the successful working of a school, attention to detail is of the utmost importance, and the teacher who realises that minor points are in their way as important as major principles, and who acts accordingly, must excel. The difference between the marks "good" and "excellent" for organisation is made up by due attention to the importance of what are commonly termed trifles.

### *Classification.*

The method of classification is improving, and many schools are now classified upon a good sound basis. Here and there cases were met with where a pupil had been classified or promoted purely upon an age basis, irrespective of attainments, but teachers are now beginning to grasp the fact that age and attainments form a dual basis of both classification and promotion. Another factor which requires to be considered is the comparatively short school life of a pupil. This is especially noticeable in the small centres on the goldfields, where the children are as a rule withdrawn for work as soon as practicable. In cases such as these the object in view is certainly to do the best for the pupil in the time available, and promotion is justifiable when warrantable.

### *Registration.*

In a large number of the schools visited this branch of school work had received careful attention. Instances, however, were recorded where little or nothing was known of the methods of registration and record in use in our schools. In one case it was found necessary to devote a whole morning to instructing a teacher how to keep his books—even his class register was all wrong. This teacher had spent a month in a city school, and left it, knowing nothing of the routine work of a school. That this state of affairs ought not to be is self evident, and when a candidate attends an educational establishment for the purpose of gaining experience there should be evidence of his having learned sufficient for the purposes of a small school, and a certificate from the Head Teacher as to the candidate's ability to keep records and compile returns should accompany the papers in the case.

### *Attendance.*

Speaking generally the attendance is good. Instances have been noted where children regularly attend school, although living three, four, and even five miles therefrom. I have in my mind an instance of a little girl who walked five miles through rough wet country barefooted. Another instance was that of a lame girl who walked three miles each way to school daily. Where irregularity and unpunctuality are recorded, it invariably happens that the teacher's influence has not been properly exerted. There are very few instances (none, so far as I know) where pupils are habitually irregular and unpunctual if the teacher himself by example, and by steady insistence, develops habits of regularity and punctuality.

### *Inspections.*

The inspection visits during the year were of two kinds. At the first visit the organisation of the school in detail was inquired into, and the teacher instructed how to remedy defects; the classification was dealt with, criticised, and where necessary amended; the discipline and order were noted, and the tone was carefully summed up. Added to this, the condition of the buildings, furniture, fences, grounds, etc., was inquired into. Finally the school was taken by the Inspector for the remainder of the day, and by means of practical lessons, not only was an estimate gained of the general intelligence and mental effort of the pupils, together with the practical value of the teacher's work, but the teacher also gained by his observance of methods other than

his own. It was confidently expected that favourable results would follow, and it is gratifying to record that in many schools a marked advance in proficiency has been recorded, and where previously the marks "bad" and "weak" were awarded, it has now been found possible to classify these same schools on the basis of "fair," and even "very fair."

Of the schools which I inspected during the year, the most successful were:—

*Very Good.*

Princess Royal,  
Mount Morgana.

*Good +*

Capel River.

*Good.*

Boorara,  
Kurawa,  
Menzies,  
Boyanup,  
Picton.

### *Discipline and Tone.*

These are, as a rule, pleasing features in our schools, and there is rarely cause for complaint. In some schools corporal punishment is non-existent, and the only entries in the Punishment Book are the initials of the inspectors who, from time to time, conduct inspections. I cannot recall a single case where the discipline has been unduly harsh; there are, however, cases on record where the discipline has not been sufficiently exacting, and where school work has suffered severely in consequence. These cases are, however, few and far between; as a general rule the happy medium of firm yet mild government obtains in our schools with pleasurable results to all concerned.

### *School Libraries.*

Libraries are, as a rule, non-existent in small schools. This is much to be regretted, the more so as the acquisition of literary knowledge is one of the main features of the Syllabus in English. Independent of this, it is most desirable that a liking for good, well written books should be encouraged in every possible way.

The great difficulty in establishing a library is of course the expense, but even that is now reduced to a minimum by the issue of a large number of the works of our best authors at a few pence per copy, in clear type, and durable, if not handsome, covers. These may be obtained at any leading bookseller's, and are recommended to the notice of teachers.

Of libraries noted during the year, that at Mornington Mill School deserves a word of commendation. The selection of books is both large and admirable.

### *Summary.*

In conclusion, I have to report that the teachers as a body are painstaking and conscientious, working with a will, and with the advancement and welfare of their pupils predominant in their minds. They are eager to improve their methods, and attend to suggestions made for their benefit with commendable alacrity. The outlook for the year now being entered upon is decidedly promising.

HENRY W. WHEELER.

3rd January, 1907.

## *Report of the Principal of the Training College, 1906.*

I have the honour to present my report upon the working of the College for the year 1906.

During the College year which closed in August last sixty-one students attended lectures. They were classified as follows:—

Students				Men.	Women.	Total.
Of the final year	...	...	...	8	33	41
Of the first year	...	...	...	9	11	20
Totals	...	...	...	17	44	61

Compared with previous years these numbers show a marked increase. The number in residence—forty-one—also shows an increase. Each year has seen a greater demand for residence within the College; in fact, the claims are at present so numerous and so pressing that I find some difficulty in judging the relative merits of the applications for accommodation. During the coming year the difficulty promises to become still more acute.

Before the close of the year, one of the most promising of the students of the final year, Miss Ethel Gorrie, was unfortunately compelled to withdraw from the College and the service owing to continued ill-health.

Of the remaining students of the final year, two were unable to complete the closing term of the year owing to temporary illness. These students, Misses Norman and Plumridge, were awarded the C1 Classification, the estimate of their worth being based upon, (1) the result of the examination at the close of the first year, (2) their college careers, and (3) the promise given of teaching capacity.

Thirty-eight students presented themselves for the final examination and were classified upon its results in conjunction with their college records. To C. M. Rutter, E. Boulter, M. Little, W. Nairn, D. Cochrane, M. Davy, A. Whitehorn, L. Jones, M. Butler, A. Senior, S. Rawlings, M. Stonehouse, M. Fry, M. Pass, L. Jeffrey, K. Reid, M. Reid, M. Allison, and J. Hunter the B2 Certificate was awarded.

M. Evans, A. Phillips, F. Metcalfe, M. Carey, G. Hanrahan, E. Andrews, E. Sherlock, M. Fitzpatrick, J. May, L. Warren, E. Crease, A. Fisher, H. Stewart, A. Steele, E. Kinnear, E. Thomas, D. Haynes, H. Hardwick, and M. Rae gained the Certificate C1.

During the year just closed very few cases of serious illness occurred. A few students predisposed to certain forms of illness have suffered, but on the whole the general health has been good.

The new students have been encouraged to meet outside representatives in all branches of healthy sport. The meeting in tennis, football, and cricket of teams of men engaged in occupations other than teaching, possessed of other ideals and anticipating other prospects, tends to remove the isolation result-

ing from the segregation of young people all studying for the same examination and making for the one profession. Contests with the secondary schools have been welcomed for this reason, in addition to the exercise, pleasure, and healthy rivalry resulting therefrom. The problem of providing suitable and sufficient exercise for all the women students has not been solved; it is, in fact, engaging the attention of the staff at present. A few of the women have suffered to some extent in health through neglect of exercise, not only in the immediate past but also during recent years. As senior scholars in our schools, and later as monitors, many neglected that regular exercise without which those engaged in close study can scarcely hope for continued good health. Some of these still avoid exercise when possible. It is more than a coincidence that those who entered the College without passing through our own schools and the intermediate stage of monitorship had, without exception, cultivated some useful form of exercise. As a body the students have been exemplary in their conduct, contented in their lot, and happy in their surroundings. Earnestness both in studies and professional work has been a general characteristic. During the year various ladies and gentlemen visited the College at the invitation of the students and lectured before them on subjects of an intellectual character, yet bearing only indirectly on the teacher's work. Such visits were paid by the Inspector General, Dr. Davy, Mr. A. G. Pain, M.A., Mr. Wallace Nelson, Miss Walker, B.Sc., Mr. Battye, Miss Matters, Mr. C. T. Conigrave, and Mr. Logue. To these ladies and gentlemen our thanks are due.

A survey of the year's work brings to me satisfaction deeper and wider than ever before felt at the conclusion of the College year. Thanks in a great measure to the ability of the staff of the Practising School, combined with a strong desire to be helpful to the student teachers, the practice under direction has been more fruitful of results than in former years. The proximity of the school has made it possible for the members of the College staff to keep in close touch with the experiences of the students and, as a consequence, to render a larger measure of assistance.

The marks gained by students for their tests in practical skill were the highest yet awarded by the examiners in this division of the final examination. On the "subject" side, the proportion of students passing with credit was distinctly in advance of previous years. An additional source of satisfaction was found in the fact that several, but poorly equipped on entering the College, by dint of hard work, backed up by an intelligent appreciation of the lectures and professional training, finished their course well up in the class lists. The general bearing of the students has earned the commendation of the whole staff—certainly we were extremely fortunate in having in residence a number of men anxious for the reputations of themselves, the College, and the service. Under these circumstances,

the tone of the College was readily maintained at a high level. I feel sure the addition of the forty men and women who entered the Department's schools last September will mean to the teaching body no small gain in earnestness of conduct, loftiness of ideals, and eagerness of effort.

Mrs. Sutton and Mrs. Phillips retain the positions held by them since the opening of the College. Mr. Wardrop retired at the Easter vacation, and was succeeded by Mr. S. C. Smith, B.A., sometime a master in the Fort Street Model School, Sydney, and later in the High School of the same city. Mr. Lee, who formerly visited the College to lecture in a few subjects only, has been appointed to the permanent staff. Quite recently he took the M.A. degree of his University (Sydney).

Mr. Ernest Black, recently Chairman of the Board of Health, mapped out and commenced an excellent course of lectures on Hygiene. Owing to his departure from the State these lectures, so valuable to the teachers, were, I regret to record, discontinued.

The curriculum has been to some extent rearranged to bring certain subjects into closer touch with the B Examination. A measure of uniformity has been secured with, in most cases, no loss of educational value. An addition has been made to the English syllabus in the hope of improving the narrative and descriptive powers of the students, for in this respect many of them have been found sadly wanting when vivid narration and felicitous description have been required in the presentation of new matter to a class. Students are now asked, in the oral portion of the English examination, to describe scenes, to recount stirring incidents, and to narrate moving events.

For the purpose of associating indoor work in Geography with actual earth facts, the students, under direction, have visited Point Resolution, North Head, Great View, and Armadale. These visits are a most fruitful in observation work and stimulation. Each year for the future will see additional work done in the form of collecting data by means of compass and measuring for the complete mapping of the Government district. The mapping will be done.

During the past year very great use has been made of the Practising School—possibly, taking into consideration the number of students and the size of the school, more than it could reasonably bear; especially as it must necessarily, in default of other, act also as a model school for the students. Theoretically, of course, a school exclusively serving the purpose of a Practising School cannot be a model school as well. The responsibility of this duality of purpose is fully recognised in the American Colleges, for a student, rarely if ever, teaches in the Model School attached to his College. The Practising School has afforded excellent opportunities for practice under skilled direction and the students who left the College in August last benefited much from the kindly advice and sympathetic assistance given by the staff of the school, Messrs. Gladman and Miligan and Miss Wright. From the model lessons given by the staff and the general conduct of the school much insight into good methods, many hints in class management, and a general widening of outlook have resulted. So far I have asked little in the way of experiment from the school, feeling that the

tax upon it was already very severe; however, with the additions to the building which I have already recommended, I hope to be able, in the near future, to undertake some experimental work.

The smallness of the school—it has reached the maximum number of pupils for which it was built—has one compensating advantage, that is, special opportunity is afforded the students to study the child, to form a "conception of the youthful psychological phenomena" handed over to their charge.

In the making of the teacher the work of the College presents three aspects—its function is threefold:—

- (1.) To give its students a fairly liberal education;
- (2.) To instruct and train them in certain subjects not usually forming part of the curriculum of secondary schools, but closely associated with the work of the teacher—such subjects as Music, Drill, Needlework, Manual Training, Drawing, Kindergarten, and other branches of formative education; and
- (3.) To train them as teachers (i.e.) to put them in the right attitude towards their profession, its ideals and its modern trend.

1. It is felt by every member of the staff that the students should reach us better equipped in the way of general education. As it is there is crowded into the space of two years an amount of work quite beyond the capacity of many who enter. During this comparatively brief period much of their elementary education must be strengthened or completed, almost every element of that which distinguishes a secondary from an elementary education must be acquired, the greater portion of the special subjects enumerated above must be mastered, and practically the whole of their professional equipment must be gained. The result is that many of the weaker students feel the intensity of the strain—some undoubtedly are not equal to it. Apart from this, much of the time which might reasonably be devoted to a closer study of education must now be given to making good serious defects in the education of individual students. This devotion of time, too, to elementary work, unnecessary as it should be, but necessary as we find it, affects the better prepared students, for all are classified to meet examination needs according to the period of enrolment rather than personal fitness. With the addition of Mr. Lee to the staff a scheme of classification within that already existing will be possible to a limited extent.

Some reach us weak in one of the fundamentals of a plain education—I mean English, and English too as distinct from English Literature. Probably this is a more or less universal weakness, for a recent writer of considerable note tells us, "This world-wide ignorance of English, this darkest cloud almost upon the fair future of our confederated peoples, is something more than a passive ignorance. It is active, it is aggressive." In the fact that but very few have done any general reading may be seen another evidence of this general defect.

Of Latin, Algebra, and Geometry some have reached us without any knowledge whatever. However, with the establishment of what is virtually, I presume, a State secondary school, the outlook has brightened. I could wish, however, for the sake of



our future teachers that this school was also attended by some not possessed of the specific intention of becoming elementary teachers.

2. Some of these subjects were touched during the school days of the students—since, with the exception of Drawing and Music, they appear to have been squeezed out of the course of study by the pressing need of examination work. In Drawing, however, many of the present first year exhibit considerable skill and readiness. These subjects are virtually new to the students—Kindergarten, Manual Training, and Domestic Science. Miss Alder takes the first, Mr. Hart the second, and Miss Jordan the third—all bring enthusiasm to their work and meet with success.

3. Monitors in the past have attended their schools half time in the hope that they might acquire some experience and dexterity in the handling of classes and some appreciation of school work. Many have received considerable assistance from their head teachers, but other heads appear to have forgotten this duty. It is not consoling to hear from two monitors from a large school "we have not lately had any practice because our school was so well staffed." Generosity in staffing should give the opportunity, not to neglect, but to assist. No Training College in the world undertakes the task of making disciplinarians. The most a College can do is to develop latent power, to put the teacher in the right attitude towards class management. The full power develops, providing potentiality for class management exists, after the College career has closed and, in persons without experience, this development necessarily needs time. Up to the present there has been but one test of fitness for training and that literary, special fitness for the profession not having been a determining factor. Principal Burrell of the Bor-

ough Road Training College, discussing this question in England says: "I shall not be misunderstood, I hope, when I say that we have not yet hit upon the method of excluding the unfit. Although a Pupil Teacher may pass examinations, and although he is sent to the Training College with the *imprimatur* of the Education Department riveted fairly on him, he is in many cases a person who is unfit, who will always be unfit . . . . to instruct and train children."

To meet the requirements of the College the following conditions are necessary:—

- (a.) A good general education at least approaching the secondary standard.
- (b.) Knowledge of or skill in some, if not all, of the special subjects pertaining to the work of the teacher.
- (c.) Selection of students on two bases (1) literary, (2) evidence of possibilities for the profession of teaching.

To determine this second, no single visit to the school and no single lesson will suffice. The head teacher of each school should be able to advise the Inspector or the Department of the results of his observation lasting over a moderate period of time. It is the youth with possibilities that we require. The youth who can succeed for a brief period in the purely mechanical part of class management, may lack sympathy, insight and potentiality. We require not the "born teacher" but the youth who, making the effort, may be shaped into the teacher. Training Colleges exist for the latter only.

W. J. ROONEY,  
Principal.

12th March, 1907.

*Report of Mr. F. G. Brown, B.A., Principal of the Perth  
Normal School, 1906.*

I have the honour to present my report on the working of the Monitors' Classes during the past year, together with remarks on the amended system.

*Monitors' Classes.*

There were 191 monitors under instruction, classified as hereunder:—

*Central Classes.*

	On Registers during year.		Resigned.		Entered Training College.	
	Males.	Females.	Males.	Females.	Males.	Females.
Juniors, 1st Year ... ..	15	35	...	5	...	...
Juniors, 2nd " ... ..	11	29	...	6	...	...
Seniors, 1st " ... ..	4	19	...	...	3	15
Seniors, 2nd " ... ..	1	3	...	...	...	...
Totals ... ..	31	86	...	11	3	15

*Correspondence Classes.*

	On Registers during year.		Resigned.		Dismissed.		Entered Training College.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Juniors, 1st Year ... ..	10	19	...	2	...	...	...	...
Juniors, 2nd " ... ..	8	18	3	2	...	1	...	...
Seniors, 1st " ... ..	6	12	...	1	...	...	5	7
Seniors, 2nd " ... ..	3	8	...	...	...	...	1	...
Totals ... ..	27	57	3	5	...	1	6	7

One Junior Monitor (1st Year Corr.) died early in the year.

Ten of the Senior 2nd Year (Corr.) are also included in the totals of the Central Classes amongst the Senior 1st Year. The true grand total is therefore 191, and not 201 as might appear from the above tables. The 10 monitors referred to were drafted from the Central to the Correspondence Classes in September.

	Central.	Correspondence.
Monitors under instruction during the year ...	117 (107)	84
Resigned ... ..	11	8
Dismissed ... ..	...	1
Died ... ..	...	1
Entered Training College ...	18	13
Passed out to Full-time ...	4	...
Total loss ... ..		56
Total at end of year ...		135

It is noteworthy that the ratio of males to females in the Central Classes was about 1 to 2.8; in the Correspondence Classes about 1 to 2.

The "C" examination takes place in August of each year. Hence from August to December we have

usually had only three classes instead of four. This year it was decided that after August all the then existing Senior Monitors should be put on the Correspondence list. This considerably lightened the work of the staff at the Central Classes.

It will be noted that the number of resignations was very large as compared with previous years, no less than 19 having voluntarily retired, of whom 11 were in attendance at the Central Classes. Under the new system of signed agreements there will be very little likelihood of our time and energies being spent in training young people who have no serious intention of becoming teachers.

Under the system which has been in operation for the last three years the monitors in and around Perth have attended at the Central Classes for a number of half-days each week, the remainder of the week being given to class-teaching in the various schools. The monitors who by reason of distance could not attend the Central Classes were given correspondence tuition. This system can scarcely be said to have had a complete trial; it has now been radically amended before it has been in force for its first cycle of four years. In many respects the rejected system performed what was expected of it. It undoubtedly raised the standard of attainments amongst the younger teachers throughout the State. It caused direct systematic instruction to be given to large num-

bers who otherwise would have had to rely on the too frequently intermittent assistance of their overworked elders. It has produced a fair proportion of good earnest students in the Perth district, and a smaller proportion of similar stamp in the country districts. Several of our earlier students have already obtained the "B," apart from those who were drafted into the Training College. The best of the correspondence students have been very good.

Now that the correspondence system is practically abolished, the supervision of monitors' studies once more falls completely within the duties of the head teacher. The programmes of study have been carefully detailed; some hundreds of pages of printed help have been distributed by means of the *Supplements* to the Department's *Circular*; special note-books have been published in Arithmetic, Algebra, Geometry, English Grammar, Music, English History, and Punctuation: in short, much has been done to lighten the task of directing the monitors' studies. The monitors will be officially examined once a quarter, but, apart from this, the whole responsibility of securing and training an efficient band of young teachers in the country districts lies now with the head teachers. I would suggest that bonuses be given to those teachers who produce the best material. It is a pretty safe principle that a really good school will put the zeal for a teaching career into the minds of some of its older pupils. Few things are more attractive to a brainy ambitious youth at the threshold of the age of discretion than the dream of bettering the world. There must be something wrong in the school if this missionary spirit does not lead at least some of its members to offer themselves for a profession which by daily example before their own eyes should have been shown to be one of the noblest of human employments. The man who by example helps to pass on the best traditions of the teaching profession deserves exceptional rewards from the State.

#### *Normal School.*

On January 29th (1907) the building in James Street, in which the Central Monitors' Classes have hitherto been held, was opened as the Perth Normal School. The aim of this school is twofold, namely, to give two years' higher instruction, and to influence its pupils as budding teachers. Much of its success must depend on the nature of the supply of students. It is a matter for great congratulation that this year the young people seeking admission were subjected to a special medical examination by Dr. Blackburne. In this way several who were physically unfit were excluded. The candidates were also brought before a Board, presided over by the Inspector-General, and in various ways an estimate was formed as to individual character and fitness for the profession. The result is that we have as good a lot of young students as could reasonably be desired.

A Normal School student will be completely cut off from the State Schools for two years, and will be able to give nearly the whole of his time to his own education. He will then be appointed to a State School, and will be required to teach for at least eight months. It is thought that he will during this time be able to give fairly reliable evidence of his future power; he will at least be brought into daily contact with that most important subject of study,—the living child. It remains to be seen whether eight months is long enough to enable even the best of

beginners to find his sea-legs, as it were, not to speak of his being able to lend efficient aid in the working of the ship. But even under the most unfavourable conditions he ought to be able to realise by hard experience some of the difficulties which the pains-taking teacher has to set himself to overcome, so that the theoretical work in method which he will do at the Training College during his next two years may prove of real use, and be welcomed as a solution of known difficulties.

Our curriculum includes Arithmetic, Algebra, Geometry, Trigonometry; Physics, Geology, Physiology; History, Geography; Latin, English; School Method; Music; Drawing; Manual Training, Domestic Economy; Drill.

Special attention is given to English Literature and to the Sciences. Mr. Hatfield, the mathematics tutor, gives a course in experimental mathematics which has in the past proved extremely valuable. For Latin and English we use the Parallel Grammars and Readers published by Sonnenschein. The results, especially in English Grammar, more than justify this choice of text-books. It is delightful to have simplicity and uniformity of terms, not to mention the value of the comparative treatment of Syntax, and it is hoped that our students will have an opportunity of pursuing their later studies elsewhere on the same plan. Next year I hope to add French and Chemistry to the curriculum. The latter will help us to bend the students' minds still more strongly to the concrete; it is obvious too that if our science curriculum is taught by approved heuristic methods we shall be giving a training in method which will perhaps be all the more formative because it will teach by example rather than by precept. I want to include French because I hope many of our students will take the Adelaide Senior examination, and to become matriculants of Adelaide University candidates must offer two languages at least.

Our object in choosing the Adelaide Senior as an impartial test of a portion of our course of instruction is perhaps worth a few words of explanation. We are not entering into competition with other secondary schools. It is probable that if we did so, students, or staff, or perhaps both, would at once succumb to the temptation to lay stress on the subjects of the Adelaide examination, to the neglect of other subjects which it is highly important that we should do well and thoroughly as elements in a general education. At the same time I wish to see the majority of the students passing the Adelaide Examination in the hope that after they have gone through the Department's course of training they will attend the Technical School, pursuing their studies there as undergraduates of Adelaide University, and equipping themselves with a science degree. It is extraordinary that in all the discussions on the establishment of a University in this State, little or no mention has been made of the fact that here already in our midst is a School, adequately equipped if not too well housed, at which may be obtained University lectures and a University degree. It is something of a reproach, and maybe also a check on the enthusiastic aspirations of many of us who dream of a State University, that in spite of the advantages and opportunities already obtainable there are apparently but few earnest students who are prepared to give up a few evenings a week to the pursuit of higher learning, certainly not enough to warrant the statement that a University would supply a

long-felt want. Of course the value of a University to a community is not to be judged only from this point of view; yet the disquieting fact remains that if we had in this State a respectable number of would-be graduates many of them would be making the best of the really excellent opportunities already offered. We hope to see many of our old students seizing these opportunities, and in order to enable them to take the first practical step we shall endeavour to put them in the way of becoming matriculated students of Adelaide University.

Our facilities for doing useful work in Method are rather limited. It is at present not possible to do the most practical work of all, but we can teach the students to use the blackboard, to make models, to use their voices correctly, and otherwise prepare them for active service. Perhaps they will learn most from the methods employed in their own studies. At any rate they will not be expected to assimilate any of those wretched *ex cathedra* text-books on School Management which do so much to give a life-long distaste for the study of the theory of education. Instead of theoretical discourses on methods and aims the students will thoroughly work out a limited number of typical lessons, the theory being treated only incidentally and as it helps towards an immediate explanation of a suggested course of action. A few lectures will be given on the great teachers of the past, together with some simple instruction in Applied Psychology and Logic. Whatever may be done, it is hoped that we shall avoid sending out students so full of other people's dogmas as to be incapable of building up a working philosophy of their own. The only text-book they will have in their hands is at once the cheapest and, in my experience, the most truly helpful ever published. It reveals in its very title a refreshing sense of the real needs of the situation. It is called "*Suggestions for the Consideration of Teachers and others concerned in the work of Public Elementary Schools*," and is published by the Board of Education, London, at the price of 8d. Nowhere do the "suggestions" soar beyond the bounds of practicability and commonsense.

Special attention is to be paid to practical Music, particularly the Tonic Sol-Fa method. The examinations will be conducted on the lines of those held by the Tonic Sol-Fa College for the School Music Teachers' Certificate.

The male students have already entered upon a course of Manual Training under Mr. Hart, the females taking Domestic Economy under Miss Jordan. Most of our students will thus be able to continue the work in these branches already done in their schools, and with a further two years' course at the Training College the final results should be very good.

As regards corporate life, the Normal School labours under some disadvantages due to its situation in James Street. We have no readily accessible space for games.

A system of self-government has been initiated, and has so far worked well; the students selected for

responsible positions have fulfilled their duties in such a way as to produce smoothness and comfort in the daily routine.

As has been already mentioned, the building is the same as that used for the old Monitors' Classes. A number of good pictures have been secured. Convenient cases for geological specimens are in course of construction. We have to thank many friends for contributions to this collection; in particular Mr. Campbell Moffat, head teacher of Wiluna, for valuable specimens of gold in various states of nature.

Certain structural alterations are desirable with a view to allowing for an extra class-room. It is also desirable that I should have a small private office. But a more pressing need is the provision of suitable permanent desks. We are still using the folding examination desks, which, apart from their constant air of untidiness and instability, are deserving of condemnation on hygienic grounds. Properly constructed desks and seats are as necessary for young people at the age of our students as for their juniors in the State Schools.

#### Acknowledgments.

We owe many thanks to W. E. Cooke, Esq., the Government Astronomer, for supplying us with weather reports and charts, and especially written notes on climatic conditions, and for adjusting some of our instruments.

The Registrar General very kindly supplied our students with advance copies of the various portions of the Year Book.

One of the events of the year was the visit of Professor Henderson, of Adelaide University, whose lectures our students were enabled to attend through the kindness of the Mechanics' Institute in allowing special rates.

I wish to acknowledge with thanks a loan of apparatus from the Technical School.

The staff remains the same as last year, but extra assistance has been given by Mr. Delaney, particularly in Latin. Owing to the somewhat harassing conditions of the old system I thought it advisable to make a more definite division of the work, Mr. Potts and Mr. Hatfield doing nearly the whole of the lecture work at the central classes, while I did the whole of the correspondence tuition. This arrangement necessarily had its disadvantages, and it is with unalloyed thankfulness that we enter upon the new system which relieves us of the hack-work of perpetually marking written answers.

It only remains to add that I am deeply sensible of the valuable assistance rendered by all those who during the past three years have laboured unceasingly and successfully to train the department's junior teachers during the first stages of their preparation for full duties in the State Schools.

F. G. BROWN,  
Principal.

February, 1907.

## *Report of the Inspectress of Needlework, 1906.*

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I have the honour to submit the following report on the Needlework of the State Schools of Western Australia for the year 1906:—

### *Examination Results.*

Two hundred and seventy-one schools were examined in this subject; of these 145 were visited once, and 57 twice during the year, while 69 of the smaller schools forwarded their work for examination. In the earlier part of the year the work was that of inspection, explaining method or teaching classes where necessary, in the latter part of the year the work was examined. The following are the results:—Excellent, 23; Very Good, 33; Good, 60; Fair, 47; Weak, 50; Bad, 57. Total, 271.

These results are the lowest for a number of years, and are disappointing in view of the increased efforts made by the Department to obtain good work in this subject. The reasons for the poverty of the results may be traced to the following causes:—(a) The more searching nature of the examination possible in personal visits to schools. (b) The inability of many of our young teachers to teach collectively and intelligently. (c) Most of the teachers having selected Monday as a sewing day, and all public holidays falling on that day the girls are deprived of a number of their lessons throughout the year. (d) The number of subjects on the school curriculum induces teachers to curtail as much as possible the time and attention given to the subject. It is to be feared that when drill or singing competitions are in prospect, sewing is ignored in many schools.

Of the 23 schools which gained "Excellent," four were infants', viz.: Perth, Subiaco, York, and Albany. None of our large schools in the Metropolitan area gained it, while five of the large gold-fields schools did so, viz.: Kalgoorlie Central, Boulder Intermediate, South Kalgoorlie, Trafalgar, and Norseman.

### *Remedies.*

The remedies for the present unsatisfactory condition of the sewing are 1st, Regular teaching. 2nd, Lessons to be given collectively on every new step in the work. 3rd, The Department enforcing the fine, where successive reports show that the subject is badly taught.

These remarks apply chiefly to large schools in which there is a sufficient staff and good equipment, but in which the work is unsatisfactory. In the circumstances of the State there must always be for some

years a number of small schools in remote districts where teachers have not had the opportunity of acquiring skill in teaching; in these, the annual visit must be relied on to give the help required.

### *Changes in the Curriculum.*

Last year the sewing curriculum was altered in several directions. Infants are not required to sew. The strain on the eyes and the physical strength required in training the fingers made the work trying both for teacher and children. Now lessons in holding and threading needles only are given; these take the form of object lessons and are much liked by the little ones. In the higher classes cutting-out now forms an important feature of the work. The lessons are begun in the third class and consist of cutting out to measurement the garments commonly used, and making them up. If thoroughly taught our school girls when they leave school should be able to cut out and prepare for the sewing machine any under-garment. This part of the work, teachers say, is much liked by the girls. A departure has been made in allowing girls in Class VII. (where the teacher can manage it) to do home-mending, instead of making a garment, this being the practical outcome of their previous training. As the plan is only on trial it is impossible to say what the results will be.

### *Objects to be aimed at.*

The work plan has been drawn up with the aim of making the work thoroughly practical, and turning out needlewomen who can mend and cut out quickly and neatly. The encouragement to thrift and neatness, and the training of eye and hand are important factors in the making of character, and re-act on the other parts of the school work. It is to be regretted that in some of our large schools the subject is dropped with Class VII.; the continuation in Ex. VII. would give us better-equipped monitors, and, as I formerly pointed out, were certificates given for it to Ex. VII. girls, they might be a means of securing them occupation afterwards.

### *Conclusion.*

I hope during the present year to be able to visit more of the "Weak" schools. The teachers in the country districts are always anxious to learn and grateful for help, and at my visits they are most kind and considerate.

J. A. NISBET.

31st January, 1907.

## *Report of the Organiser and Inspector of Manual Training, 1906.*

I have the honour to submit my Report on Manual Training in the State Schools for the year 1906.

No additional centres or schools have been established during the year, but Perth, Leederville, and Fremantle Centres have been enlarged and equipped with tools and apparatus for classes of 30 boys, instead of 20 as hitherto.

The bench accommodation at Narrogin has been increased by six places.

Norwood, Hawthorn, Bellevue, and Osborne Park schools have been added to the list of Contributory Schools.

The instruction at Donnybrook School was temporarily suspended from 14th September.

The class at Picton was suspended from 11th May.

In each case the suspension was the result of the teacher being away on leave, and the relieving teacher not being qualified in manual training.

Wagin was not re-opened until 1st August, because of building alterations.

The classes attending Perth Centres were also temporarily suspended on the 3rd September for six weeks on account of alterations and additions being made to the buildings.

The following table shows the centres and schools where Manual Training has been in operation during the year under review:—

Centre.	Bench accommodation.	Contributory Schools.	Number of boys enrolled during the year.
1. Albany ... ..	20	Albany ... ..	71
2. Armadale ... ..	8	Armadale ... ..	11
3. Boulder ... ..	20	Boulder, Lake View, and South Boulder ... ..	218
4. Bunbury ... ..	20	Bunbury ... ..	62
5. Claremont ... ..	20	Claremont, Cottesloe ... ..	125
6. Coolgardie ... ..	20	Coolgardie, Burbanks ... ..	103
7. Day Dawn ... ..	12	Day Dawn ... ..	15
8. Donnybrook ... ..	16	Donnybrook ... ..	15
9. Drakesbrook ... ..	10	Drakesbrook ... ..	8
10. Fremantle ... ..	30	Fremantle, Plympton, Beaconsfield, North Fremantle, White Gum Valley	427
11. Geraldton ... ..	30	Geraldton ... ..	68
12. Gingin ... ..	10	Gingin ... ..	13
13. Kalgoorlie ... ..	20	Kalgoorlie, North Kalgoorlie, Brown Hill ... ..	256
14. Katanning ... ..	16	Katanning ... ..	25
15. Leederville ... ..	30	Newcastle Street, North Perth, West Leederville, Leederville, Thomas Street, Osborne Park, Hawthorn	312
16. Midland Junction ... ..	20	Midland Junction, Guildford, Middle Swan, Bellevue	225
17. Mornington Mill ... ..	8	Mornington Mill ... ..	16
18. Narrogin ... ..	26	Narrogin ... ..	44
19. Newcastle ... ..	12	Newcastle ... ..	20
20. Northam ... ..	16	Northam ... ..	64
21. Perth No. 1 ... ..	30	Perth, Victoria Park, Highgate, East Perth	356
22. Perth No. 2 ... ..	30	South Perth, Subiaco, Norwood ... ..	346
23. Picton ... ..	8	Picton ... ..	11
24. Pinjarra ... ..	10	Pinjarra ... ..	22
25. Wagin ... ..	10	Wagin ... ..	14
Total Bench Accommodation	452	Total enrolment ... ..	2,847

### *Figures for Year 1905.*

Total Bench Accommodation	406
Total enrolment	2,463

### *Increase this Year.*

Total Bench Accommodation	46
Total enrolment	384

### *Inspection.*

I paid visits of Inspection to all the schools and centres with the exceptions of Day Dawn and Wagin.

### *Instruction.*

On the whole the instruction throughout the State is showing signs of creditable progress. There is, however, need for greater efforts in regard to correlation with the other work of the standards. The

best educational results cannot be obtained if the Manual Training lessons are regarded as being something apart from the other school work.

### *Drawing.*

This branch of the work continues to make steady progress and improvement. In some centres and schools the standard already reached is exceedingly high. On the other hand there are a few cases where the drawing is below the standard required, and the reason is not far to seek. The teacher should not allow a boy to proceed with his woodwork until he is satisfied that the boy has put forth his best efforts in his drawing.

In my Report for 1905, I gave a number of practical suggestions and details concerning the question

of drawing. I am convinced that the study of these by the teacher would result in considerable progress and improvement in those schools where the drawing is below the standard.

#### *Object Lessons.*

The improvement in this branch of work has been well maintained during the year under review. A few teachers however, do not see the vital importance of carefully examining, checking, and correcting the boys' notes on the lessons given, with the natural result that many excellent opportunities for better mental training and correlation with other forms of school work are neglected. I must again point to the urgent necessity for an earnest study by the teachers of the suggestions published in the April, 1904, issue of the *Education Circular* under the headings "Manual Training—General Principles."

#### *Practical Woodworking.*

Generally, the bench work of the boys is exceedingly satisfactory. The best results have been achieved in those schools where the teachers have sufficient enthusiasm and application to "stage" the models and exercises. There is not one school which I inspected during the past year where the practical bench work—so far as regards training in hand skill and manual dexterity are concerned—is below fair.

But, after all, the development of hand skill, and dexterity in tool manipulations, are not amongst the chief aims of Manual Training, and no teacher with a just claim to be regarded as an educator regards them as such.

Excellent models in woodwork can be obtained from the boys by merely giving precise instructions, and bench demonstrations, by carefully watching the boy, and taking every opportunity to prevent his making a false step, by not letting him use a chisel or plane-iron until it has been inspected by the teacher, in fine, by studying the model instead of the mental development of the boy. Such methods are entirely and absolutely antagonistic to the spirit of educational Manual Training.

The teacher who is not constantly striving to get his boys to devise, invent, and suggest the steps to be taken in making the models or exercises, to discover for himself and report the errors made and what led to such errors being made, is missing golden opportunities of training the boys' powers of observation, investigation, invention, self-reliance, and resourcefulness.

Unfortunately there are a few of our teachers who have not yet realised the great difference between mere instruction and education.

#### *Teachers' Evening Class.*

This class resumed work on March 2nd.

Eleven teachers were enrolled during the year, eight of whom were on the roll at the termination of the course.

Six teachers sat for the "Second Class" Manual Training Certificate, four of whom passed. One sat

for the "Third Class" Certificate, and another took the "First Year" Papers, both passed.

I would again call attention to the specific reason why this class was first established, namely, to give additional training to the teachers and assistants actually engaged in the Manual Training Centres.

The secondary aim is to afford opportunities to other teachers in the service of the Department to qualify to give instruction in Manual Training.

I also particularly wish to point out that the work of this class was not such as to prepare the teachers to pass the "Second Class" Examination. The training given to the teachers engaged in the Metropolitan Centres was designed with a view to improving their methods of instruction, and to raise the standard of their actual school work generally.

The high standard attained to in the Metropolitan Manual Training Centres is largely due to the earnest work of the teachers in this class.

#### *Evening Classes.*

Classes were held in Perth, Fremantle, Midland Junction, and Bunbury.

The work of these classes was in every way praiseworthy.

#### *Exhibition.*

Instead of holding our usual annual exhibition of Manual Training we decided to merge it into that of the West Australian Exhibition of Manufactures, Arts, etc., this was done at the request of the Committee of the Chamber of Manufactures. Adequate space was set apart to allow classes of 30 boys to work simultaneously at the benches; these were enclosed by suitable tables on which were displayed the thousands of models and exercises made during the year.

With regard to the boys who worked at the Exhibition, the plan adopted was that the equipment from one of the Perth Centres was removed to the Exhibition, and the boys attended the latter and went on with their usual work, so that the continuity of their lessons was not broken. The practical demonstrations by the boys, together with the work displayed, attracted very great interest and evoked favourable comments. The Exhibition Committee have awarded one gold, four silver, and six bronze medals, and also a number of Certificates of Merit to pupils of the Manual Training Classes for work exhibited.

I desire to thank Messrs. Scott, Tuke, and Stephen for their kind assistance in building up the tables, stands, etc., and displaying the exhibits. Much of the work had to be done out of school hours, and their generous assistance was given voluntarily.

#### *General.*

A quantity of models suitably mounted, together with drawings were sent to England at the instigation of the Immigration Authorities. I am informed that these attracted very favourable notice, and were the means of demonstrating that formative education in the State Schools is well up-to-date.

JOSHUA HART.

15th February, 1907.

## *Report of the Organising Instructress in Household Management, 1906.*

I have the honour to submit my Report on the Household Management Centres in this State for the past year.

The centres at Roe Street, Perth, and Boulder City have been re-built on a much larger scale, which allows of larger classes to attend, thus reducing to a minimum, the breaking up of the Standards in the Contributory Schools.

The cottage known as 90 Roe Street, formerly used as dining room, office, and store rooms, has now

been adapted to form a Housewifery Centre for girls in Standards VII. and Ex. VII.

The following table shows the centres at which Household Management was taught during 1906, with the Contributory Schools from which the classes were drawn and the enrolment for 1905 and 1906.

Since 1904 the total enrolment has risen from 1,129 to 2,231, making an increase of 1,102, without any fresh member being added to the teaching staff.

Centre.	Subject.	Accommodation.	Total enrolled, 1906.	Contributory Schools.
Albany ... ..	Cookery ... }	12	{ 35	Albany.
Do. ... ..	Laundry ... }		{ 33	
Boulder ... ..	Cookery ... }	30	{ 49	Boulder, West Boulder, South Boulder, Brown Hill.
Do. ... ..	Laundry ... }		{ 171	
Claremont ... ..	Cookery ...	14	200	Claremont, Cottesloe.
Fremantle ... ..	Cookery ...	18	286	Princess May, North Fremantle, Beaconsfield, Plympton, White Gum Valley
Do. ... ..	Laundry ...	12	232	
Kalgoorlie ... ..	Cookery ...	12	130	Kalgoorlie, South and North Kalgoorlie, Trafalgar.
Leederville ... ..	Cookery ... }	20	{ 133	Leederville, West Leederville, Thomas Street, Newcastle Street.
Do. ... ..	Laundry ... }		{ 156	
Roe-street ... ..	Cookery ...	20	412	Perth, East Perth, North Perth, South Perth, Highgate, Newcastle Street, Thomas Street, Subiaco.
Do. ... ..	Laundry ...	14	394	
Total in Cookery Centres ... ..		...	1,245	
Total in Laundry Centres ... ..		...	986	
Total ... ..		...	2,231	

Total Enrolment, 1905	...	...	...	...	1,826
Total Enrolment, 1906	...	...	...	...	2,231

### *Inspection.*

The Metropolitan Centres were visited by me once every month, on four occasions for the purpose of inspection, and at other times to give model lessons or assistance, as required by the Instructress in charge of each centre.

In June I visited Boulder and Kalgoorlie Centres, and was there just at the right time to see that my wishes in connection with the fittings for the new centre at Boulder, were correctly carried out.

I much regret to state that I was unable to inspect Albany Centre, as I consider that two visits should be paid to these distant centres every year, if the work is to make satisfactory progress. The Instructresses in charge of centres outside the Metropolitan area have few, if any, opportunities of enlarging their knowledge of the subjects they teach, and a visit from their Organiser is of far more value, than instruction carried on by means of correspondence.

### *Staff.*

At the close of the year the Staff consisted of :—

- Seven Class III. Instructresses
- One Unclassified Instructress
- One Instructress in Training.

During the first six months of the year a housewifery training class was held each Saturday morning at the Roe Street centres. Five classified instruc-

tresses attended the course, and passed the final examination successfully. This subject is one in which an instructress must obtain a pass, before she can be raised from Class III. to Class II.

The course included practical upholstering; and the furniture, curtains, and blinds which were made, are now being used to adorn the Housewifery Centre.

### *Instruction in Cookery.*

The classes in this subject show a steady improvement. The adopted syllabus has been carried out in all the centres, and the method of instruction in the practical work and clearing up, is considerably in advance of last year's work.

### *Instruction in Laundrywork.*

Each succeeding half-year reduces the number of parents who object to their daughters studying this subject.

The demonstrations given by the instructresses show progress which does them great credit, with the natural result that the class-work has also improved, and would compare very favourably with that which I have seen in other countries.

The children's interest continues to grow in this subject, especially in the Metropolitan and Albany districts, and the instructresses have no difficulty in getting the children to bring the necessary articles



for their practical work. At Boulder, some objections have been raised owing to a mistaken idea that washing was taken in from hotels and boarding-houses.

#### *Attendance and Discipline.*

The attendance shows increase in regularity and punctuality. The use of absentee notes, whenever a scholar misses three consecutive lessons, has been a great aid.

These notes are forwarded to me every week, and sent on to the Department whenever the excuses are not satisfactory.

The registers also show greater care and neatness, and the roll books which pass between the centres and Contributory Schools, are sent and returned with great regularity in most cases.

The children's note-books continue to be more satisfactory than formerly, but some of the parents are unable to provide their daughters with suitable exercise books.

When a Standard V. girl first attends a Household Management Centre, she should have a well-bound note-book, large enough to hold all the notes she will take during the three years' course.

As the notes will be of value to each girl for many years after she leaves school, it might be advisable for the Department to provide suitable books for the use of Household Management Centre pupils.

#### *Re-building.*

The centres at Roe Street, Perth, and at Boulder, have been re-built during the year. The new centre at Boulder was nearly completed when I visited the goldfields in June. The accommodation is for 30 girls for Cookery or Laundry work, as against 12 for Cookery in the old building. Beside the main room, which is large, lofty, well ventilated, and lighted, a cloak room, store room, and maid's room have been provided.

As yet, the instruction given during the first and second courses of Laundry work, have not found favour amongst the parents of scholars attending, but the third course which includes some lessons in Sick Nursing, is very popular.

The building of new Cookery and Laundry Centres at Roe Street, and the converting of part of the old premises into a Housewifery Centre, occupied the whole year, in fact the new fittings were not completed until the close of the Christmas vacation. In spite of this, the Laundry Classes were carried on without a break, and the Cookery Centre was only closed for six weeks.

The instructress in charge of Roe Street Laundry Centre deserves much praise for the cheerful and efficient way in which she conducted her classes under great and numerous difficulties.

The new building consists of two large centres, one for Cookery and the other for Laundry work, a dining room capable of seating 40 adults or 60 children, a cloak room, maid's room, storeroom, pantry, and wood shed.

In both centres the children's comfort has been considered in every possible direction, counters, drain boards, troughs, and tables are all of a suitable height for them to work at.

In the Cookery Centre the two stoves are placed right out in the room, enabling the children to stand all round them when necessary.

The Laundry Centre has a gas water-heater of the most approved type, gas under the copper, and a gas stove for heating irons, which latter has been especially designed for us by a member of the Public Works Department. These improvements may sound extravagant and impracticable, but are really necessary, when one takes into consideration the climate during the summer months. It would be impossible for 30 girls to iron in a room containing a wood or coke stove capable of heating 60 irons.

The cottage known as 90 Roe Street, and the old Laundry Centre, have been altered and added to, so that they now consist of the following rooms:—office, two cloak rooms, class room, sitting room, bedroom, kitchen, scullery, and wash-house.

To the officers of the Public Works Department I must offer my best thanks; it is owing to their courtesy and care in carrying out my wishes and plans, that we now have such a comfortable and convenient building.

#### *West Australian Exhibition.*

On December 4th and on every school day until the close of the term on December 14th, classes of children were at work morning, afternoon, and evening, demonstrating to the public the skill they had attained in Practical Cookery and Laundry work.

Visitors were greatly interested in all they saw, but particularly so in the ironing.

Eight competitions were held amongst girls selected from each of the Metropolitan Centres, and the successful candidates are to receive a reward from the Exhibition Committee.

I have much pleasure in stating that the instructresses most cheerfully and readily undertook the extra work which the attendance of their classes at the Exhibition entailed, and I feel that my best thanks are due to them for the support they gave me.

Through the courtesy of the Director and his assistants every convenience was placed at my disposal, and great attention was paid to the putting up of special fixtures which I required, in order that the class work might be successfully carried out.

#### *The Future.*

The result of the enlargement of several existing centres, to accommodate 30 girls each half-day, will be seen during the coming year.

The Contributory Schools which send large classes to the centres, will certainly be the gainers, as it will be possible to accommodate the whole of each standard on one half-day, thus relieving the teacher of the trouble of duplicating his or her lessons.

Claremont and Kalgoorlie Centres have as yet no convenience for teaching Laundry work, and Kalgoorlie, especially, is too small to accommodate all the children who should attend. The girls attending these centres have not the same advantages as those attending the combined Cookery and Laundry Centres, as their complete course of instruction in Household Management subjects only lasts 18 months instead of two years.

It is my earnest hope that these two buildings may soon be enlarged, and the necessary fixtures provided for the instruction in practical Hygiene and Laundry work.

• MAY JORDAN,

Organiser of Household Management.

28th February, 1907.

## *Report of the Chief Compulsory Officer, 1906.*

I have the honour to submit my Report on School Attendance for the year 1906.

The purpose of this branch is to compel the education of every child of legal school age; to enforce regularity of attendance; to prevent truancy from the schools; and to prevent the illegal employment of children of school age during school hours.

We have again succeeded in maintaining a fairly high standard of regularity of attendance. The percentage of average attendance to average enrolment was 85.08. This compares very favourably with that of any other country in the world.

Taking into consideration the fact that this represents the attendance of not only children who come within the scope of the compulsory clauses of the Act, but also of those who are both under, and over, the compulsory age, and also of those who reside beyond the legal distance from school, the attendance may fairly be considered as satisfactory. There is, however, a certain proportion of irregularity of attendance, a great deal of this being quite unnecessary. This is, unfortunately, likely to remain despite the utmost vigilance of the staff. If the absentees were always the same children the difficulty might be overcome, but it is the casual absentees, now one child, and now another, and so on throughout the school, who retard the work of the class and cause an infinite amount of trouble. It is noteworthy that the best conducted schools show high percentages of attendance.

The following table shows the growth of attendance for each of the six years since "The Public Education Act, 1899," came into operation:—

Year.	Average Enrolment for Year.	Average Attendance for Year.	Percentage of Attendance to Enrolment.	Yearly increase on	
				Average Enrolment.	Average Attendance.
1900 ...	18,055	14,663	81	2,366	2,198
1901 ...	20,277	16,423	81.4	2,222	1,760
1902 ...	22,605	18,448	82	2,328	2,025
1903 ...	24,532	20,283	83	1,927	1,835
1904 ...	26,272	22,111	84.16	1,740	1,828
1905 ...	27,966	23,703	84.76	1,694	1,692
1906 ...	29,352	24,973	85.08	1,386	1,270

The average attendance for each quarter of the year was as follows:—

First quarter ... 85.2	Third quarter ... 85.27
Second quarter ... 85.03	Fourth quarter ... 84.82

The usual epidemics of sickness amongst children were met with during the year, whooping cough and measles being again prevalent. A number of children are afflicted with sore eyes during the summer months, particularly on the goldfields and in the country schools. This affects the attendance considerably.

The attendance at some of the schools was very consistent. In Class I. (average of over 400), Subiaco again heads the list with 92 per cent. Beaconsfield and Perth Boys, each obtained 91 per cent. In Class II. (average of over 300), North Fremantle obtained 90 per cent. Fremantle Boys', White Gum Valley, and West Leederville each obtained 88 per cent. In Class III. (average of over 200), Coolgardie obtained 90 per cent., North Kalgoorlie 89 per cent., Plympton and Brown Hill each 88 per cent. In Class IV. (average of over 100), Kanowna obtained 90 per cent., West Boulder and Cue each 89 per cent.

The attendance at the goldfields schools was again very satisfactory. The average attendance on the Eastern Goldfields was 86 per cent. On the Murchison Goldfields the average was 85 per cent.

The schools within the Metropolitan and Suburban area obtained an average of 87 per cent. Fremantle and Suburban 86 per cent.

The percentage of average attendance of the various classes of schools was as follows:—State, 85 per cent. Provisional, 81 per cent. Half-time, 86 per cent. Special, 84 per cent. House-to-house, 92 per cent.

The provisions contained in the Public Education Amendment Act, 1905, were brought into operation from the commencement of the year. These make it compulsory for the principal teachers of all private schools to forward monthly returns containing the names of all children of compulsory age who have left, and of those who have failed to make four-fifths of the possible half-day attendances during the month. A quarterly summary of attendance, compiled from the school registers, is also furnished. The registers are supplied free of cost by the Department, and are marked and kept in uniformity with those used in the State schools. No trouble has been experienced in obtaining the necessary returns, and these have been promptly dealt with. Stricter supervision is now able to be exercised over the attendance at these schools, and the results should be beneficial. The private schools in operation at the end of the year numbered 108, with an enrolment of 7,515.

It will be seen that a considerable amount of extra work has been undertaken, and this has been carried out without any addition to the staff.

The amended Act also contains provision for dealing with incorrigible truants. The parent is liable to be cited to appear and show cause why the child should not be committed to an industrial school. Upon the hearing of the summons the Court may order a committal to a certified industrial school for six months. If the Court is satisfied that the parent has used all reasonable efforts to cause the child to attend school, an order of committal to a certified industrial school until the age of 14 may be made. Under this section 30 parents were cited, and in 27 cases committal to an industrial school followed.

These were all boys, and they constitute a special type to be met with in all large cities. Lack of parental control is mainly responsible for the creation of this evil. The home surroundings in many cases are not of the brightest description. How best to deal with this class of pupil is a problem which yet remains to be solved. I am convinced that the ordinary industrial school fails to meet the case. To train, control, and direct the energies of these lads in a proper channel is a task requiring skill and tact of a special nature. These lads unless taken in hand promptly bid fair to grow up and help to swell the "larrikin" class and become a menace to the welfare of the community. The power to compel parents to contribute payment for the maintenance and training of these children whilst under detention should be strictly enforced. Only in cases of sheer inability to pay should the order be permitted to lapse. This would tend to make parents more alive to their responsibilities in keeping their children under proper control.

Under the Factories Act employment of children of legal school age is forbidden. The Education Act also imposes a penalty for employment of children of school age during school hours. Satisfactory arrangements were made with the Chief Inspector of Factories for dealing with cases coming under the observation of his staff. A notice to the employer has, in nearly every case reported, proved effectual.

Under Section 12 of the Education Act the Minister may, at his discretion, grant special exemption from school attendance for children between the ages

of 12 and 14 in case of poverty or sickness of the parents. One hundred and fifty-five applications were dealt with: in 130 cases full exemption was granted; in six, partial. Nineteen were refused. Four hundred and fifty summonses were issued during the year, with the following results:—Fined, 231; cautioned and costs inflicted, 182; withdrawn, 4; dismissed, 5; committed to industrial school, 28. Four summonses were issued for illegal employment of children during school hours. Fines were inflicted in three cases, and one was dismissed with a caution.

The services of the police have again proved invaluable in assisting to enforce the provisions of the Act. All Non-commissioned Officers and Constables of the Police Force have for some years past been gazetted to act as officers to enforce the attendance of children at school as required by the Public Education Act. Without this assistance it would have been impossible to have carried out the work in many districts. In the Perth, Fremantle, Coolgardie, Kalgoorlie, and Boulder districts the Department has its own compulsory officers stationed, and the services of the police are not available therein. In these municipalities it would be advantageous to secure the co-operation of the police in order to deal effectively with street work. I am hopeful that this may be eventually arranged for with the Commissioner of Police.

W. E. WRAY,  
Chief Compulsory Officer.

18th February, 1907.







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